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ABSTRACT

This report presents the results of a survey of the 45 member districts of the Council of the Great City Schools on the following: (1) data, studies, or projections on teacher and administrator needs; and (2) descriptions of successful programs, projects, and activities aimed at attracting, keeping, and training teachers and administrators. A brief overview of special educational programs and activities in the Great City Schools is provided. Exemplary programs aimed at the following are discussed: (1) attracting teachers; (2) retaining teachers; (3) enhancing teachers' skills; (4) preparing and retaining leaders; and (5) helping teachers and leaders work together. Educational programs in each of the 45 districts are discussed. Color and black and white photographs illustrate the text. Footnotes are included. (BJV)

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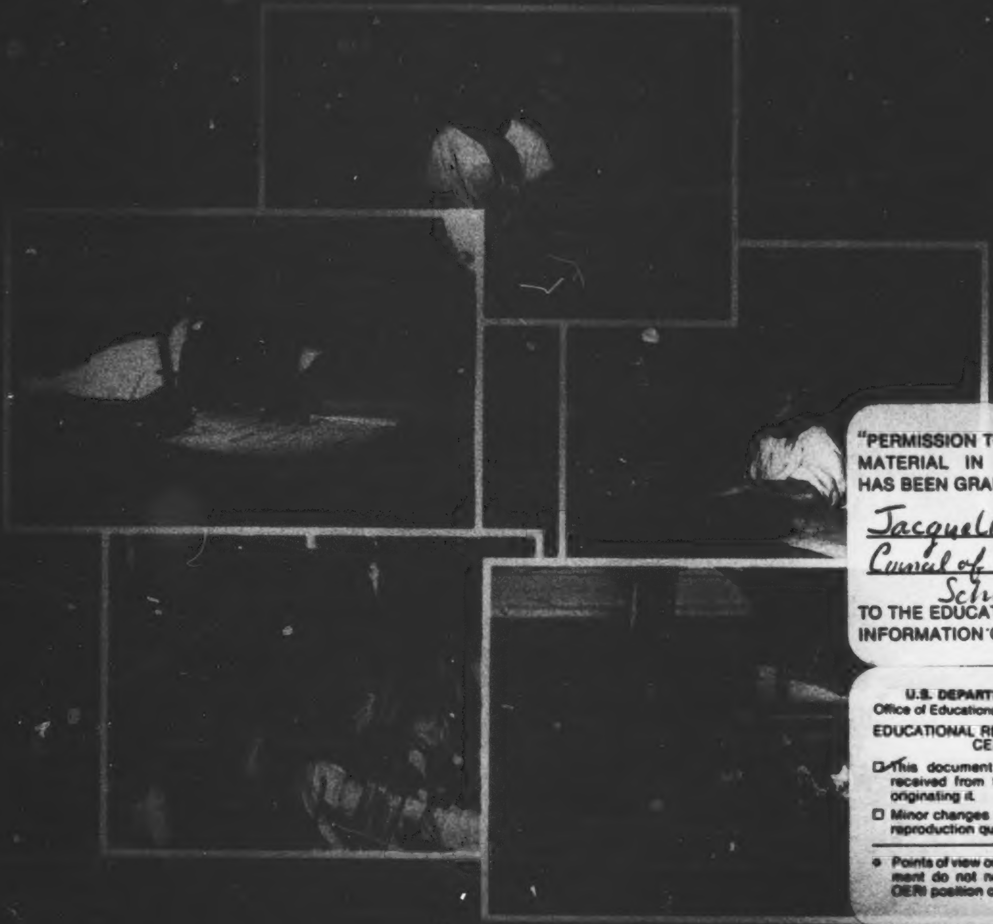

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Teaching and Leading
in the
Great City Schools

A Report of
The Council of the Great City Schools

Florence Baugh, President
Larry Zenke, President-Elect
Holmes Braddock, Secretary/Treasurer
Richard Green, Past President

Sam Husk, Executive Director

Fall, 1988

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Teaching and Leading in the Great City Schools

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FOREWORD

The Council of the Great City Schools is proud to present this overview of urban challenges in teaching and leading to its members, the larger education community and the nation. This report and its predecessor, *Results in the Making*, comprise our view of the key issues facing urban education and our recommendations to ourselves and others for improvement in six critical areas: educational achievement, postsecondary education opportunities and youth employment, health care, parental and community involvement, buildings and facilities, and teaching and leading. The Council, in the near future, will be publishing additional reports on the specific effects the programs our members are instituting have on students in each of those six areas.

As President of the Council, I am particularly pleased to see the many efforts urban schools are making to improve their teaching and their leadership. The array of programs to recruit and retain teachers, particularly Blacks and Hispanics, is impressive by any standard. But what is most intriguing are the efforts urban schools are making to forge new alliances with their teachers, administrators and communities to improve the lives of our young people. Where the nation finds leadership and experimentation on behalf of children, where it finds efforts to restructure and collaborate for better decision-making; it will find them first and most prominently in our city schools. These city schools are now serving as the nation's laboratories for change and improvement.

Most heartening perhaps are the efforts our city schools are making so their teaching and administrative staffs more closely reflect the diversity of our systems. These efforts are crucial to the identities and hopes of our children of all languages, races and creeds. Urban schools are leading the way on this important educational issue.

Our urban schools need assistance, however, from all parts of the city community, the private sector, state and federal government. No one group can afford to sit on the side-lines if they can help—and they can, each in their own ways. The report shows that genuine collaborations of these parties get results. We, as urban school leaders, understand what remains undone. Each of us is doing something to improve the futures of our children and nation. This is our continuing story—Teaching and Leading.

Florence E. Baugh

Florence Baugh
President
Council of the Great
City Schools

WHY THE COUNCIL OF THE GREAT CITY SCHOOLS MUST SPEAK OUT ON TEACHING AND LEADING

Every year hundreds of thousands of children and youth enter urban schools for the first time. Many are poor, or educationally disadvantaged, or limited-English-proficient, or handicapped; some live with one parent, some with neither parent, some have no home at all. But even with these strikes against them, they enter their kindergarten and first-grade classes full of expectation and hope.

What stands between these children and a long life of economic deprivation and social dislocation are two people other than their parents: the teacher and the principal. If they come to that classroom in September and encounter a teacher with an emergency certificate, or an inexperienced teacher with no support system, or an ever-changing string of substitutes, or a principal who never has time for their problems, they may begin to wonder about the value school places on their education. By March, the joy, the continuity, and the meaning of education will have fluttered out the door with the wind.

Our large-city school systems are in dire need of highly-qualified, committed teachers and leaders. Without good teachers and leaders, we stand to lose entire generations of children to negative forces outside the schoolhouse door. Teachers and leaders cannot counteract all the problems urban children bring to school with them in the morning or go home to in the afternoon, but they can plant the seeds to help children overcome many of them.

We do, of course, have excellent staff in our schools. Urban teachers and leaders have won Presidential Awards for Excellence in Science and Mathematics, have been named Teachers of the Year and Superintendent of the Year, have received Executive Educator awards and a MacArthur Foundation "genius grant", have founded great unions and presided over professional organizations, and have been featured in news stories about how to turn around troubled schools. Just this year, one of our teachers was the subject of an acclaimed motion picture, *Stand and Deliver*. But we need more of these talented individuals. We need more teachers who are fully certified in critical fields. We need more teachers and administrators who are specially prepared to deal with the students and situations they encounter daily in urban schools. We need more staff who are willing to make a career commitment to urban education.

Realizing that our 45 member districts could benefit from a cooperative effort to identify common urban problems, develop an agenda for action, and share information about successful programs, the Council of the Great City Schools designated the improvement of teaching and leading as a priority for 1987 and 1988.

We began this process by listening attentively to the national commission findings and recommendations. We shouted "Amen" when the national panels underscored the crucial role of teachers and administrators in building a top-flight educational system for all students. We nodded our heads when the Carnegie Forum on Education and the Economy, the Institute for Educational Leadership, the Holmes Group, and many other panels decried the conditions that spawn frustrated teachers, harried administrators, perenniel shortages, and unprepared candidates. We undertook some serious self-examination when the commissions called for radical changes in the preparation and organization of the teaching and administrative professions.

We concurred with many of these observations, then we asked ourselves, "What does this mean for inner-city school districts?" At that point we realized that in most of the reports, the urban voice was muffled. We found little that was tailored to our special urban problems. We found proposals for reform that weren't working in urban areas: for example, shutting down teacher education programs with low aggregate passing rates on teacher competency tests could aggravate minority teacher shortages that plague our urban schools.

We do not fault the national commissions for these omissions. That was not their job. Their job was to call national attention to the problems and needs of those on the front lines of the educational enterprise, and they have done that. Figuring out what works and what doesn't in urban systems is our job. And that is why the Council decided to issue its own report.

We next realized in order to pull together a comprehensive package of urban problems and responses related to teaching and leading, we would need detailed information on what individual cities were doing. The Council surveyed its membership, asking the districts to submit: (1) data, studies, or projections on teacher and administrator needs and (2) descriptions of successful programs, projects, and activities aimed at attracting, keeping, and training teachers and administrators.

Before undertaking this survey, the Council had been aware that many of our 45 districts had initiated steps to solve the teaching and leading problems within their own districts. We had not realized just how extensive and exciting these efforts were and how great a commitment our districts were making to improve urban teaching and leading. When we collated the surveys, we discovered that some of the most adventurous and effective solutions to the problems of teacher shortage, retention, and training were being forged in urban systems. Rather than issuing a visionary statement about what teaching and leading might look like at some future time, we decided that the most useful thing the Council could do was present the actual, pragmatic solutions that real-life educators are using in urban settings. For that reason, we have based this report largely on the first-hand experiences of our member districts.

Last year the Council of the Great City Schools added its voice to the first wave of reform with the publication of *Results in the Making*. In that report we surveyed the strengths and needs of urban schools and showed how our districts were responding to the charge to reform education. This year we are proud to release this new report, *Teaching and Leading in the Great City Schools*, a survey of the major challenges to urban teaching and leading and a summary of our responses. To give our findings a context, we first present a statistical snapshot of teaching and leading in the 45 districts: numbers of teachers and leaders, racial makeup, and experience. In the five succeeding chapters, we present our challenges and our responses, grouped around five major themes:

(1) attracting teachers;
(2) retaining teachers;
(3) enhancing the skills of teachers;
(4) preparing and retaining leaders; and
(5) helping teachers and leaders work together.

In each of these chapters, we describe some of the more interesting and promising programs the Great City school districts are implementing to confront the challenges outlined.

At the end of the report we summarize some common threads in all the exemplary programs and discuss our directions for the future. Finally, in the compendium, we provide a detailed list of exemplary programs related to teaching and leading in our member districts.

We are sharing the results of our

self-examination so that others might discuss, improve upon, or adopt them. Some of the programs described in the report involve fundamental changes in school structure and teacher and administrator responsibilities; others involve less radical, but equally promising techniques. Some are expensive; some cost nothing. Some are just getting started; others have been underway for several years, and in some cases predate the national reform reports.

The 45 Great City districts are not a monolith of gray brick or glass towers. What works in Phoenix may be disastrous in Boston. By presenting a range of problems and responses, we hope to convey the diversity that is urban education.

With all of these programs and activities, we also hope to demonstrate that the Great City Schools are not waiting for another national commission to study our needs and problems for a few years, then issue a report. Nor are we waiting for the country to endorse dramatic reforms and put up large sums of new money to implement them. We are moving ahead, with or without the additional funding, because we cannot afford to wait.

Throughout this report, we want to make clear that although the needs of urban areas are critical, the situation is not without hope. We have tried to report with honesty the frustrations and rewards of urban teachers and leaders and at the same time dispel the insidious media stereotypes of a naive urban teacher unable to cope with a class of streetwise youth or a burned-out cynic marking time in a shabby city school until retirement.

We hope that those who read this report will come away with a keener grasp of our special problems, a stronger confidence in our ability to confront these problems, and a deeper understanding of the vital roles of teachers and leaders in urban America.

A SNAPSHOT OF TEACHING AND LEADING IN THE GREAT CITY SCHOOLS

> ***"What is an urban teacher? Part showman, part magician, part academician."***
>
> **—Roger Babushi, Schenley High School, Pittsburgh Public Schools**

The quality of teaching and leading in our urban systems affects the quality of education for the whole nation. The 45 large urban school districts that make up the Council of the Great City Schools employ some 325,000 teachers and administrators—enough to populate the city of Charlotte, North Carolina.* These teachers and leaders are responsible for the instruction of over one-tenth of the nation's school children and almost one-third of the nation's minority school children. If urban teachers and leaders are inadequately prepared or have low morale, the education of a significant portion of the nation's future workforce could be affected.

- Percent of all teachers who are employed by Great City schools: 12%
- Number of teachers in the Great City school districts: 272,084
- Number of minority teachers in Great City schools: 109,378

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*Unless otherwise attributed, statistics and quotations are from the Council of the Great City Schools and its 45 member districts.

- Percent of all principals who are employed by Great City schools: 9%
- Number of principals in the Great City schools: 6,000
- Percent of all students who are enrolled in Great City schools: 12%
- Number of students enrolled in Great City schools: 5,090,400
- Percent of all minority students who are enrolled in Great City schools: 30%
- Number of minority students enrolled in Great City Schools: 3,548,009
- Average years of experience of Great City teachers: 15
- National average years of experience of teachers: 15
- Average number of days of duty for teachers in Great City schools: 185.8
- National average number of days of duty for teachers: 186.0
- Average pupil/teacher ratio in Great City schools: 18.7:1
- National average pupil/teacher ratio: 18.6:1
- Average salary of teachers in Great City schools, 1987-88: $29,218
- National average salary of teachers, 1987-88: $28,230

I. ATTRACTING TEACHERS

CHALLENGES URBAN DISTRICTS FACE IN ATTRACTING TEACHERS

Every fall as the first day of school approaches, superintendents, parents, and teachers hold their breath while the teacher recruiters scramble. Will there be enough teachers this year? How many emergency certificates will we have to issue? How many teachers will we have to assign out-of-field? How many classes will we have to cancel? How many of the new hires won't make it through the first year?

Let the researchers quibble about whether the country will face teacher shortages and when. For urban districts, the problems of finding and attracting qualified teachers are here, and they are severe.

Challenge #1: Persistent Teacher Shortages. Teacher shortages are four times higher in urban areas than in other areas of the country.[1] By 1992 the annual teacher vacancy rate of 7% for the nation's largest cities could quadruple.[2] To understand what these statistics really mean to a large city superintendent who must draw up long-range staffing plans or a state legislator who must vote on a state foundation formula, one must look beyond the line on the graph to the individual district data. The Los Angeles Unified School District, for instance, anticipates it will need to hire 1,400 teachers in the 1989-90 school year to fill vacancies created by enrollment increases, and normal turnover and retirements. The same scenario is being projected throughout the Sunbelt and in other cities where population shifts, immigration, and rising birth rates are swelling urban enrollments. Dade County, Florida (Miami) and Wake County, North Carolina (Raleigh) expect 20% more students during the next five years. If not a single teacher were to retire in Wake County during that period, the system would still have to hire 545 new teachers to cope with bulging enrollments.

Cities with growing pains are not the only ones suffering from teacher shortages. Shortages exist even in urban areas with a stable or falling population. A few years ago some of the Great Cities had to lay off young teachers to

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cope with budget cuts and enrollment drops. These districts were left with an experienced, senior teaching force—many of whom are on the verge of retiring. Half the teachers in the District of Columbia public schools will reach retirement age by 1993. Half the workforce will have to be recruited in five years.

Consider the logistics of recruiting and hiring 2,500 teachers a year, as in Dade County. Even when there are enough applicants to fill the vacancies, the district must still go about the tasks of interviewing, processing, sorting, approving, and placing thousands of applicants—a logistical jigsaw.

> ***We'll be up bright and early in the morning, drinking coffee with people, meeting people in elevators. We won't miss a trick. It will be just like you're out recruiting for a ball team, looking for the best.***
>
> **—Terence E. Garner,**
> **Dade County Public Schools.**

Urban Challenge #2: Specialized Area Shortages. Sometimes the numbers of vacancies are deceptive. Districts may have enough teachers overall but suffer from shortages of specialized teachers. Mathematics and science shortages are common. Rochester expects to lose 24 math and science teachers through retirement over the next three years; the district will need a total of 78 new math and science teachers. Shortages of special education and bilingual education teachers are a crisis in the Great City Schools, where 11.4% of the students are handicapped and 7% of the children are limited English proficient. To serve its severely and multiply-handicapped population, the Baltimore City school district needs to

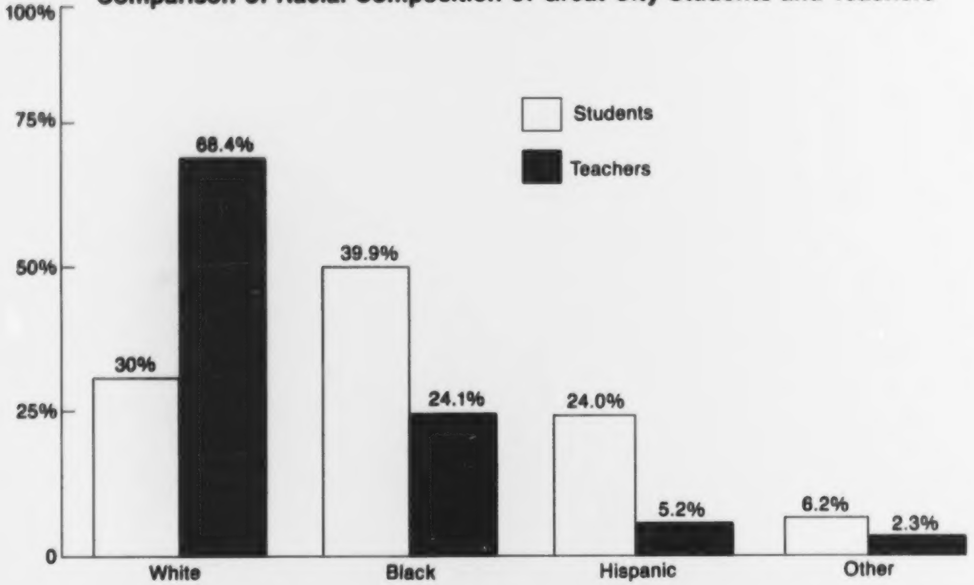
hire 150 to 200 new special education teachers per year for the next five years. In the Los Angeles Unified Schools, 52.2% of the students are Hispanic, only 10% of the teachers are bilingual, and only one-third of the teachers assigned to bilingual classes are fully certified in bilingual education.[3]

Inner city schools also need other staff as much as they do teachers. An in-depth study of teacher working conditions in 31 urban schools found that 27 of these schools are struggling to fill shortages of pupil services personnel, including counselors, social workers, and psychologists.[4] The multiple problems affecting inner city children make such support staff an essential part of the school team.

Merely looking at the total number of teacher vacancies can be misleading in another way. In many instances current teachers are working out of field or with emergency certificates. According to NEA, misassignment of teachers is common in large districts, more common now than in 1981.[5]

Urban Challenge #3: Unrelenting Shortages of Minority Teachers. According to Dr. Cordell Wynn,

Comparison of Racial Composition of Great City Students and Teachers



President of Stillman College, "The very existence of the Black public school teacher is threatened."[6] No institution stands to lose more as a result of this trend than the urban school. The shortage of minority teachers has been well-documented. National experts are alarmed because the percentage of Black teachers in the teaching force has fallen below 7% at the same time the percentage of Black public school children has risen to 17%.[7] The truly alarming disparities are in the cities—disparities that are all the more frustrating because urban districts, which have traditionally led the nation in opportunities for minority educators, work hard to recruit minority teachers and still come up short. In 35 of the 45 Great City school districts, minority enrollments outnumber non-minority enrollments. In the aggregate, the enrollment in our 45 districts is about 70% minority, 30% non-minority. By contrast, the teaching force in the 45 districts is about 32% minority, 68% white: almost the reverse.

> ***Our Director of Teacher Personnel recently represented the District at a Teacher Recruitment Fair in North Carolina. At that Fair, personnel officers representing 130 school districts were in competition for 50 Black teacher candidates.***
>
> **—Toni Patterson, Wake County Public School**

The reform movement is unwittingly hurting our efforts to recruit minority teachers. Teacher competency tests, now required for certification in 26 states, are closing the gates on minority candidates, who tend to have low scores on these tests. In states where continued accreditation of schools of education depends on students passing competency tests, school districts seeking minority candidates could find the pool completely drying up.

Large city districts need staff who reflect their diversity and culture. We need more minority teachers to inspire minority children; to act as models of achievement for white children; to counteract negative social forces in the inner city; and to be good teachers for all children. We need more minority teachers for practical reasons—to comply with mandatory and voluntary efforts to correct the racial balance in our systems. We need them for moral reasons—to influence the tone and values of our schools. If we fail to act and the decline in the number of minority teachers continues, we may be perpetuating a cycle of inferior schools, deficient urban students, and fewer urban teachers.

Urban Challenge #4: Lack of Interest in Urban Teaching. Why do urban districts face shortages? Why must cities budget thousands of dollars for recruitment, advertise for teachers across the ocean, and court hot prospects like major league scouts? The sad truth is that most new teachers would rather teach anywhere other than a large city. One explanation for the situation is that the vast majority of teacher candidates, about four-fifths of them, want to teach within 50 miles of their home. Only one-twentieth of them call a big city home. The upshot: only 16% of current teacher education students want to teach in an urban area for their first position, and most of these students would opt for a smaller city over a major one.[8] Last year 84% of the out-of-state applicants who were offered teaching jobs by the D.C. Public Schools rejected the offer.

Black teacher education students possess no more inclination to teach in large cities than white candidates. Seventy-two percent of Black education majors come from rural or suburban areas, and they, like other students, prefer to return to similar communities.[9] Another contributing factor is that not enough education students have interest in teaching students with special needs, a significant segment of the inner city population. Only 25% of education majors are interested in teaching physically handicapped children, only 42% in teaching low-achieving students, only 40% in teaching low-income students.[10] Yet another factor may be the negative perceptions students get about urban schools from the media. All of these disincentives add up to recruitment problems.

If education majors like to stay close to home, perhaps urban districts should be cultivating interest in teaching among their own secondary students and among students from urban colleges and universities. While this sounds like a good practice, it may not produce the supply of teachers that urban educators would like to see, because the pipeline that feeds urban candidates into teacher education programs is narrowing. Dropout rates of 25% and upwards in many cities eliminate many students. Others move into vocational programs to prepare for technical jobs and trades. Some enter college, but about half do not finish. Of those who complete college, the most academically able often go into other fields. By this time, the pipeline has narrowed to a soda straw.

Urban Challenge #5: The Disappearing Salary Advantage. Urban districts have relied for a long time on higher salaries to coax teachers into positions and to compensate them for the higher cost of living. In just a few short years, the salary differential between city districts and other districts has almost closed. In another example of reform producing unintended consequences, the enthusiasm with which states and localities responded to calls to raise basic teacher salaries has negatively affected the cities. In the 1980-81 school year, the 45 Great Cities paid their teachers about 10.6% more than the national average; in 1987-88, they paid them just 3.5% more than the national average. In 1980-81, the average city teacher made about $1,866 more per year than the average teacher nationwide, enough to make payments on a second car or cover a child's annual tuition at a state college; by 1987-88, our teachers made only $988 more, not enough to pay for the car or the tuition.

> ***Where do the best teachers tend to go? They go to the best-paying schools with the best working conditions. They don't necessarily want to come to the inner city. Some of our good teachers come in and stay for a few years, but if they can make several thousand dollars more in a nearby district, they'll go for it.***[11]
>
> **—Samuel R. Billups, Baltimore Public Schools**

URBAN DISTRICTS ARE MEETING THESE CHALLENGES

The Council of the Great City Schools has surveyed its membership and found a number of creative approaches to building and attracting a quality teaching force. Their methods range from the pragmatic (paying relocation costs for newly-recruited teachers) to the far-sighted (kindling interest in teaching among high school students).

Urban Response #1: Alleviating General Shortages. Several big city districts have had success with innovative and aggressive recruitment and recertification strategies. NEW YORK CITY, for example, has tried to make the recruitment, interview, and certification process less intimidating by opening recruitment and counseling centers around the city. At the centers, potential applicants can pick up materials and receive counseling and answers to questions. In the summer of 1987, 9,000 individuals visited the New York centers. By September 1, 4,000 were placed in the schools.

Many Great City districts are stepping up efforts to recruit potential teachers from their own staff. Teacher aides and other non-professional staff who already have a bachelor's degree are the focus of PHILADELPHIA'S Non-Instructional Intern Program. The district pays these individuals a teacher's salary while they complete coursework and training for certification. NEW YORK CITY certified 3,321 long-term substitutes as regular teachers in 1988, under a special state licensing law. NEW YORK also pays for courses for paraprofessionals to obtain a bachelor's degree and extra credits in education. Over a ten-year period, the district has helped 3,500 paraprofessionals become regular teachers.

Other districts are looking for new teachers outside the traditional pool. SAN DIEGO is capitalizing upon the large supply of military retirees in the region by providing alternate certification for retiring Navy personnel who have bachelors' degrees in math or science.

DADE COUNTY has a "home grown" approach to attracting new teachers and assuring their smooth transition into the district–Teacher Recruitment and Internship Program (TRIP). Through an agreement with the University of Miami, Dade County hires and trains college graduates who lack an education degree. Upon completion of the 18-week apprenticeship program, participants have completed all requirements for teacher certification and have received a solid, practical orientation to the classroom and district.

Urban Response #2: Filling Specialized Vacancies. NEW YORK CITY has found Spanish-speaking countries and Puerto Rico to be fertile sources of bilingual teachers. The district sends recruiters on regular visits to Spain and the Dominican Republic and has set up two permanent recruitment offices in Puerto Rico. In addition, the system annually sponsors approximately 250 new graduates of overseas universities who are interested in teaching a variety of subjects in the New York public schools. The city cooperates with the Immigration and Naturalization Service and the Social Security Administration to help settle the new teachers in this country.

EL PASO has turned to college graduates with experience but not certification in such shortage fields as math and bilingual education. The district's Alternative Certification Program trains eligible persons for a year and three months, then places them in the classroom full time. DALLAS also runs an alternative certification program; its teacher candidates are supervised during their first full year of teaching by the district's Management Fellows, teachers who are training to be administrators. Teachers trained under this program have high passing scores on the Texas teacher examination, and the venture benefits both prospective teachers and administrators.

Urban Response #3. Recruiting Minority Teachers. BALTIMORE'S R.E.C.I.T.E. Program (Recruitment and Retention of Exceptional Educators through Creative Initiatives in Teacher Education) is aimed at recruiting and retaining new minority teachers. Potential teachers from non-traditional backgrounds receive college coursework and certification assistance. Participants also receive the support of mentors from the school system; according to Anne Cariese of the Baltimore City Schools, the "enthusiasm and dedication of the mentors" is a key factor in the program's success. Operated in collaboration with local universities and the state department of education, the R.E.C.I.T.E Program has helped the city schools retain 85% of its minority recruits.

PHILADELPHIA runs a joint program with Drexel University to motivate minority college students to teach in the Philadelphia schools, through the provision of scholarships and other financial aid. NORFOLK operates a joint program with Norfolk State University, a predominantly-Black institution.

Urban Response #4: Sparking Student Interest in Teaching. Several urban districts are trying to widen the pipeline of potential teachers. OMAHA's Minority Intern Program is taking steps to whet the interest of minority college students in a teaching career. Selected Black, Hispanic and Native American college students from the University of Nebraska spend 15 to 20 hours a week in the district's elementary and secondary classrooms, where they tutor young students, provide translation services, and shadow teachers and administrators. Interns receive a $2,000 stipend for each year of participation.

HOUSTON is "growing its own urban teachers," as Dr. Jay Alison Spuck described it, with its unique Stephen F. Austin High School for Teaching Professions. This magnet school prepares college-bound students from various ethnic backgrounds for a career in teaching. Operated as a school-within-a-school on an inner city campus with an 87% Hispanic enrollment, the teaching professions magnet serves 150 students in grades 9 through 12. Students are selected on the basis of academic performance, conduct, attendance, and desire to explore a teaching career. Through the program, they receive an enriched and intensive core of college preparatory courses and special magnet courses related to teaching, computer literacy, and college exploration.

FRESNO'S Special Friends Program teams high school students who are considering a teaching career with elementary children who need special attention. The senior high students lead their grade school "friends" in 45-minute sessions of academic work and social development tutoring. Social workers from the Fresno County Department of Mental Health (a partner in this venture) assist the high school students with the training.

The PITTSBURGH SCHOOL DISTRICT and the Pittsburgh Federation of Teachers (PFT) have undertaken a collaborative effort to lure students into the teaching profession. Presentations describing the challenges and rewards of the teaching profession are made to all high school gifted classes. Volunteer teachers follow up periodically to encourage student interest, and the district keeps files of interested students. Students who successfully complete their teacher training are guaranteed jobs in the Pittsburgh Public Schools.

Urban Response #5: Restoring a Salary Incentive. Some districts are trying to spark teacher interest in urban education with attractive salary and pay incentive plans. ROCHESTER PUBLIC SCHOOLS' new teacher contract includes a twelve-step salary scale that brings teachers' pay more in line with that of other professions. Teachers will receive 11% increases annually, bringing the average salaries to $40,159, then to $44,576. The new scale incorporates four new career ladders for teachers. In return, teachers must comply with new accountability standards, and all teachers must put in more instructional time and participate in peer review, school-based planning, and evaluation.

II. RETAINING TEACHERS

CHALLENGES URBAN DISTRICTS FACE IN RETAINING TEACHERS

"Many of the best people now staffing our schools . . . are immensely frustrated – to the point of cynicism."[12] That is how the Carnegie Forum summed up the problem of teacher retention. Urban districts can boast of many satisfied teachers who are committed to inner city children. Many of our teachers are stimulated by the urban environment and the special rewards of urban education, including a diverse student body, a cosmopolitan community, an openness to innovation, and the sense of accomplishment one receives from helping students who are most in need. As a 1983 survey of New York City public school teachers found, "Regardless of gender, race, or religion, participants were proud to teach, well educated, relatively unstressed, concerned about children, and fully engaged in their new profession."[13]

We also have our share of frustrated teachers. Urban teaching has its hard ships. We cannot gloss over the existence of substandard facilities, overstretched resources, students with profound needs, and hordes of social problems outside the schoolyard.

> ***I wouldn't leave. I just love the kids. I've always, since second grade, wanted to be a teacher. I just can't see myself doing anything else.***
>
> **–Lois Scherrer, Toledo Public Schools.**

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> ***I can remember once when I first came here, I was eager, eager, eager to get back into teaching, because that's what I wanted to do after I raised six children. I go into my [class]room and it needs painting so badly . . . I waited five years to get that room painted . . . Teachers want the best for their students. They want a nice environment.***
>
> **—Delores Latona, Rochester Public Schools.**

Urban Challenge #1: Inferior Working Conditions. What does it take to keep a teacher on the job? A decent wage is a must; pleasant, or at least tolerable working conditions are essential; professional respect and support help; and a collegial atmosphere makes up for other shortcomings. The problem is, our inner city districts do not have the advantage in any of these departments. As we demonstrated in the preceding chapter, the salary edge is disappearing. The Institute for Educational Leadership (IEL) concluded that "urban teachers work under conditions that are dramatically worse by most measures than do teachers in general."[14]

To begin with, urban teachers frequently work in cramped or crumbling buildings. Of the 31 schools studied by IEL, 16 had inadequate space and 20 were in need of repair, cleaning, and maintenance.[15]

Second, city teachers have heavier workloads. In 1966, according to NEA, large system teachers taught an average of 7 more pupils per day than teachers in medium-sized districts and 22 more than teachers in small districts. By 1986, large district teachers taught 11 more students per day than teachers in medium-sized systems and 23 more than teachers in small systems.[16] The average teacher in a large district also spends more time without pay on instructional tasks – 9.2 hours per week, compared with 8.2 hours per week spent by teachers in small districts.[17]

Third, urban teachers work in schools that are "shortchanged in financing" and have fewer resources than other schools.[18] Teachers in 25 of the 31 urban schools studied by the IEL rated their resources as less than adequate, and in none of the 31 schools did the teachers think the resources were good. In 20 of 31 schools teachers lacked basic materials – books, desks, blackboards, and paper – and fifteen schools indicated teachers had limited access to equipment.[19]

Fourth, urban teachers experience more discipline problems. City teachers are more apt to experience disruptive classroom behavior, violence and theft than other teachers.[20]

Urban Challenge #2: Lack of Professionalism. External frustrations are not the only problems of urban teachers. Perhaps even more aggravating are professional frustrations: lack of respect and recognition, limited opportunities for collegiality, and inadequacy of professional development and advancement. In fact, the absence of a professional working environment is second only to salary as the reason teachers give for leaving teaching.[21] Teachers have a wish list of how to improve things. Almost four-fifths of all teachers would like to see more opportunities for upward mobility within their ranks; three-fourths would like to have more autonomy; and over two-thirds would like their pay to be based on performance as well as experience and education.[22]

Urban Challenge #3: Low Morale. Urban teachers express a higher degree of frustration than their suburban and rural colleagues. In a study of working conditions in 31 urban schools in four districts, teachers in 27 of the schools felt little or nothing was done to reward their efforts, and urban high

school teachers in particular said that the working conditions negatively affected their morale.[23]

I felt like a hamster on a wheel going around and around. Then, when I thought about attending DATA [Dade Academy for Teaching Arts] I was even too tired to fill out the application. I thought, "oh no, one more form, one more paper, one more thing to do'. . . We don't really realize how narrow we are when we're within our own departments and we're having lunch meetings; we're eating while we're doing business, and kids are coming in to make up tests, and you can't even eat your lunch.

—**Harriet Shouldice, Dade County Public Schools**

There are other factors that sap teacher moral, frustrations that surveys cannot measure and that teachers who do not work with the most disadvantaged children will never know. An urban teacher loses something every time a child slips through the cracks of the system. Each morning the inner city teacher greets rows of children who may be hungry, who may have spent the night in a homeless hotel or on the street, who may scarcely understand a word of what the teacher says, but who attend school regardless. Some of the children leave in the middle of the year, or maybe at the end of the year, without the teacher knowing what became of them or whether the teacher's labors made any difference at all.

Some of these teachers may be among the 13% of large-system teachers who say they would certainly not teach again if they could start over. Just 10% of the teachers in medium-size districts and 5% of the teachers in small districts feel that way.[24]

Urban Challenge #4: High Turnover. Dissatisfaction with working conditions, inadequate salary, and lack of professional autonomy are driving teachers away from urban schools. New teachers are especially vulnerable: national studies indicate that nearly half of all teachers leave the profession within the first five years of employment. In New York City, one of eight new teachers quit after serving less than one year.[25] More than one-fourth of the D.C. Public School teachers are considering leaving teaching.

Within districts, there is high staff turnover in the schools with the poorest populations, the highest minority enrollments, and the worst physical plants. Because the teachers with the most seniority generally have some choice over the location in which they teach, school administrators send younger, less experienced teachers into the very situations that cry out for seasoned professional educators. A study by the Chicago Panel on Public School Policy and Finance found that the teachers with the highest level of experience staffed the elementary schools with the smallest number of poor students, the best reading scores, and the fewest average students.[26] In some schools, high turnover is such a problem that students may receive instruction from more than a dozen teachers and substitutes in a single year.

One can look at the flip side, at the substantial percentage of urban teachers who remain in the systems until retirement. One can look at the success stories: the Jaime Escalantes who year after year produce high-scoring students or the Deborah Meiers who spearhead creative approaches for reaching inner city children. But the fact is, these teachers may be excelling in spite of the conditions, not because of them. Other excellent teachers lack the fortitude and leave to find other work. It is easier and cheaper to improve working conditions and keep teachers satisfied than to train and recruit new teachers each year.

URBAN DISTRICTS ARE MEETING THE CHALLENGE

Fixing some of the problems that drain teacher enthusiasm will require large infusions of new funding. Without additional funds, urban districts cannot renovate schools, hire more secretaries and aides, or buy more books and equipment. Eliminating other major obstacles to teacher retention, such as revising seniority and "bumping" rights in school assignment, may send shock waves through the system. These obstacles are not stopping urban districts from experimenting with many approaches, using the funds available to them.

Urban Response #1: Improving Working Conditions. Cities have undertaken an array of projects to repair facilities, more equitably distribute resources, and reduce disclipinary problems. All of these efforts will help better the conditions under which teachers work.

Urban districts are also initiating other projects to help teachers cope with existing working conditions until they can be remedied and to help ease teachers' workloads. In DAYTON administrators and teachers are working together to set goals for the school, solve problems, and make decisions. The aim is to make the entire school climate more conducive to learning and productivity. Participants report an enhanced spirit of collegiality from these sessions.

Urban Response #2: Enhancing the Professionalism of Teachers. WAKE COUNTY (RALEIGH) and other districts are trying to make the profession more attractive by tying increased teacher pay to outstanding performance or heightened responsibilities. Wake County teachers with three years experience can apply for performance-based pay. Those who attain well above average ratings on independent assessments of five teaching functions receive a $2,000 annual bonus for three years.

TOLEDO has instituted a voluntary career ladder plan with four levels of achievement and additional compensation tied to each level. Planned with the involvement of teachers, this program evaluates participants according to a peer review system. The ROCHESTER system is also implementing a career level plan, under which teachers are assigned to one of three professional levels and given an opportunity to compete for a fourth designation, that of "lead teacher".

Urban Response #3: Boosting Morale. Several cities have acknowledged the fact that teachers do sometimes burn out and need to be revitalized. The ALBUQUERQUE PUBLIC SCHOOLS offer a unique type of sabbatical for their veteran teachers. Qualified teachers can receive appointments for up to two years as clinical supervisors (those who team-teach with education faculty at the University of New Mexico) or as clinical support teachers (those who supervise beginning teachers in the Albuquerque schools). As part of this cooperative venture, the University provides fully-certified first-year teacher graduate interns to fill the open posts in Albuquerque's classrooms, under the direction of the clinical support teachers. At no additional cost to the district, the program gives experienced teachers a refreshing change from the regular classroom and also provides novice teachers with important professional development.

The PHILADELPHIA School District is reaching out to help employees resolve personal problems that affect their work performance. The district provides counseling, referral and follow-up services to participating staff.

Urban Response #4: Reducing Turnover. The crucial first year of teaching is the focus of a number of Great City teacher retention programs. The WASHINGTON D.C. Public Schools are using the mentor approach to help new teachers become acclimated to the system. The district assigns exemplary teachers to provide intensive classroom support, coaching, and counseling to teachers with less than a full year of satisfactory teaching experience. Operated jointly with Howard, George Washington, and Catholic Universities, the program is already increasing retention in that system.

DAYTON'S Entry Year Teacher Program, a collaborative effort of the district, Wright State University, the Dayton Education Association, and a local advisory council, uses support networks of first-year colleagues in addition to experienced mentors to help novice teachers through the transitional year.

One of DADE COUNTY, FLORIDA'S recently established incentives for attracting and retaining quality teachers focuses directly on the problem of integrating school faculties. Teachers who voluntarily transfer to a school in which their race is in the minority and who agree to stay at that school for at least five years have the opportunity to pursue a graduate degree, tuition free, at the University of Miami. The ROCHESTER School District, as part of the comprehensive salary package discussed in the preceding chapter, has asked veteran teachers to waive seniority rights in teaching assignments, in exchange for more career advancement opportunity and decision-making authority.

As many of these programs demonstrate, keeping teachers in the system is partly a matter of respecting them as professionals. Respect is generated as teachers demonstrate valid professional judgment and high professional skills.

III. ENHANCING THE SKILLS OF TEACHERS

CHALLENGES URBAN DISTRICTS FACE IN ENHANCING TEACHER SKILLS

For our teachers to meet the demands of the 21st century, they will have to be highly qualified professionals, knowledgeable about their subjects, and adept at teaching. The reform reports suggest we are far from achieving that goal. Schools of education draw many of their students from those of average or lower academic ability, then fail to give these students the tools they need to become excellent teachers. Once the students are hired, states and school districts do little for their professional growth.

Urban educators must do a better job of preparing future teachers and upgrading the skills of current teachers. Students with the greatest needs should be receiving instruction from the most competent teachers.

As the Carnegie Forum warned:

> ***If the teacher shortage is dealt with as it usually has been in the past, districts will fill empty slots by lowering their hiring standards. To make that strategy work now, the country will have to scrape the bottom of the barrel to find its teachers. Then, policymakers, whether they wish to or not, will be forced to dictate to the teachers what to do and how to do it. Under such conditions, college-educated persons who have a choice of career will not elect to teach.***[27]

A strategy in which the most disadvantaged students are taught by bottom-of-the-barrel teachers is a strategy for the demise of urban education. Yet that is what is happening in some of our schools. To eradicate this situation is one of our greatest challenges.

Urban Challenge #1: Inadequately Prepared Teachers. Urban teachers have about the same level of experience, education and knowledge as their colleagues in other systems. Today's education major had the same high school grades and is making the same grades in college as non-education majors,[28] and today's classroom teacher is better educated, more experienced and works longer and harder than the teacher of a decade ago.[29] Even so, the college training these students receive is not nearly enough to qualify them as excellent urban teachers.

Some of our teachers lack practical knowledge: about 61% of current teachers feel that their education courses did an inadequate job of preparing them for classroom management and discipline, and 52% feel inadequately prepared to recognize different student learning styles.[30] Others need to be brought up to date on developments in their major fields or to be taught new subjects, such as computer literacy.

Urban districts need to marshall more time and resources for professional development, practice, observation, and feedback, not just two "inservice" days a year in which the primary topic is administrative housekeeping. Our nation's schools spend about one-tenth as much on professional development as private industry.[31] In 18 of the 31 urban schools studied by IEL, teachers rated professional development opportunities as less than adequate. In all the schools, time for inservice training was a problem; a few half-days inservice per year was the norm. And very few schools provided release time for such training. Resources were also a problem. Most schools in the study did not have access to or control over staff development funds.[32]

Urban Challenge #2: Teachers Who Are Unprepared for Special Urban Problems. A strong command

of subject matter and a firm grasp of instructional skills do not alone make an excellent urban teacher. To be truly skilled, an urban teacher must also possess a thorough understanding of inner city children and their issues. The difficult working conditions, the inadequate resources and facilities, and the high proportions of poor, minority, handicapped, and limited English proficient children call for teachers with special preparation, a great deal of sensitivity, and a range of classroom skills.

Most teacher education students are not being adequately trained to deal with urban populations. In a survey of current education majors, 29% said they were inadequately prepared to deal with at-risk students and 41% felt they were inadequately trained in classroom management.[33] Even current teachers have misgivings about their own preparation relative to urban challenges.

Urban Challenge #3: Poorly-Performing Teachers. Urban districts cannot ignore the existence of teachers who perform below expectations or, in the worst case, are unfit to teach. Many districts are instituting evaluation procedures to identify positive and negative teaching behavior. But identification is only part of the challenge. Once the problem teacher is identified, then the district has a responsibility to take action to improve the teacher's skills or, if other actions fail, to remove the teacher.

> ***It's going to take courage [to improve urban education] because there are some people in the profession who don't need to be here. We have to make some hard decisions, and they will not always be popular decisions. But I think in the future we have to get into that posture.***
>
> **—Toni Patterson, Wake County Public Schools.**

URBAN DISTRICTS ARE MEETING THESE CHALLENGES

The Great City Schools are taking seriously the charge to help all teachers attain and exceed an acceptable level of proficiency. Districts are instituting a variety of programs to improve pedagogical skills and subject matter skills; to train teachers at the preservice and inservice stages in special urban strategies; and to help teachers who are performing below expectations.

Urban Response #1: Promoting Professional Development. PITTSBURGH'S three teacher centers, the Schenley High School Center, the Greenway Middle School Center, and the Brookline Elementary School Center, have been the focus of national attention and acclaim. Pittsburgh teachers are granted leave from their regular teaching duties in other schools to come to these centers for five-week periods of intensive staff development in an actual school setting. Here the participating teacher can observe effective instruction, practice new techniques, and participate in seminars on child development and current research.

DADE COUNTY FLORIDA'S Academy for the Teaching Arts (DATA) provides teacher participants with an innovative, nine-week professional development experience. Located at a senior high school and led by a teacher-director, the DATA program uses teachers as mentors and includes workshops, seminars, field experiences, and conferences on the latest educational research. Additionally the academy affords teachers the opportunity to undertake independent research, develop creative instructional plans, and trade strategies. Initially designed to reach teachers at the secondary level, the program is slated for expansion to the elementary level in 1989-90.

> ***I again feel like a human being. I can go back to the classroom, to my school, to my students, and use this energy—channel it properly. I feel I am a much better teacher for it.***
>
> **—Eileen Stein,**
> **Dade County Public Schools.**

The CINCINNATI PUBLIC SCHOOLS are training several of their teachers in the Paideia method of education in a five-week course of tutorials, seminars, and coaching. BOSTON provides grants to teachers to disseminate their successful classroom practices to other teachers in the district.

Some districts are focusing on improving teacher knowledge in specific subject areas. NEW YORK CITY is improving the bilingual capacity of its teachers and clinicians through a six-week summer language immersion course. In EL PASO, writing techniques and computer literacy are the target areas. By using computers to improve teachers' own writing skills, the district hopes to help educators find better ways to teach writing to their students. Participating teachers write on the system's computers and critique each other's writing in a non-threatening environment. Special writing instructors provide additional help, and the district's Management Information Services personnel train the teachers to operate the computers.

Urban Response #2: Instilling an Understanding of Urban Issues. Concerned about the problem of inadequate urban teacher preparation, the PHILADELPHIA School District set up the Pennsylvania Academy for the Profession of Teaching. The target group? Faculty in schools of education. The purpose? To reacquaint them with the realities of urban education. Thirty faculty members from 16 colleges and universities were named as fellows and assigned to Philadelphia public schools. There they receive first-hand experience about what skills teacher education students need to cope in urban settings. The goal? To have a ripple effect as these trainers of teachers transmit what they have experienced to their own education students.

Urban Response #3: Helping Poorly-Performing Teachers. Evaluating teacher performance and assisting those teachers who need help are goals of NASHVILLE'S Instructional Improvement Program. The district annually assesses the strengths and weaknesses of all its teachers and pupil services personnel and prescribes staff development and specific improvements where needed. Participants give this program high marks for its collegial spirit. The state's career ladder program is tied to the evaluations. The Peer Assistance and Review Program in the ROCHESTER PUBLIC SCHOOLS not only helps new teachers become more comfortable with the system but also helps tenured teachers who are having severe difficulties in the classroom, prior to their being placed on more severe disciplinary action. Consulting teachers with 10 years or more experience offer intervention services to these tenured teachers.

Building a competent teaching force is only half the job. The other half is pulling together a team of school leaders – superintendents, principals, assistant principals – who will support the instructional effort and smoothly manage the schools, so that teachers can teach and students can learn.

IV. PREPARING AND RETAINING LEADERS

CHALLENGES URBAN DISTRICTS FACE IN PREPARING AND RETAINING LEADERS

All the research about effective schools mentions the importance of strong, supportive, and fair leadership. "If there is one axiom from these studies," the National Governors' Association concluded, "it is this: effective schools have effective leaders."[34]

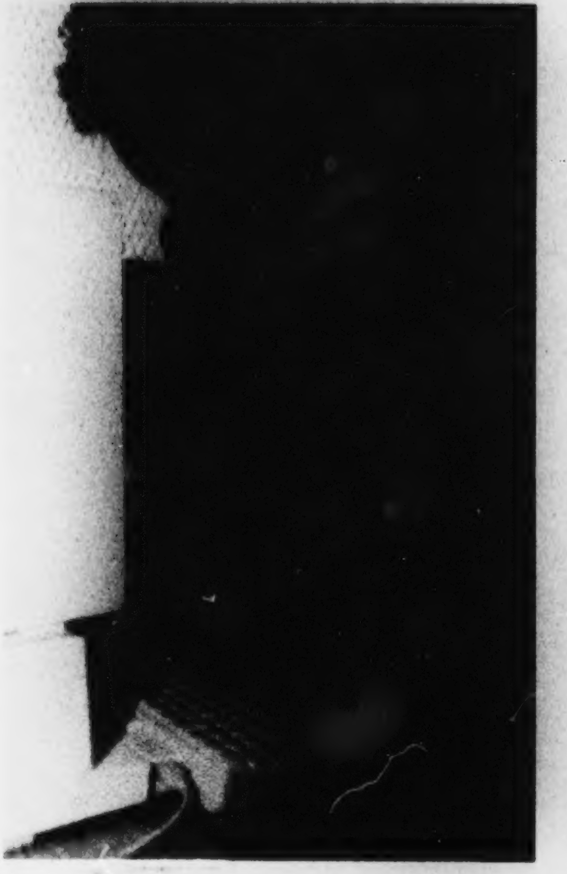
Urban school leaders are the most highly visible administrators in the nation. Our principals have shown the nation how to turn around troubled schools. They have been in the vanguard of the effective schools movement. Their faces appear in magazines and on television. Principals of inner city elementary schools and urban magnet schools have been recognized as some of the most innovative instructional leaders in the nation.[35]

Behind these highly-visible faces are individuals with one of the most complex, difficult jobs in education today. They must contend with competing demands and fulfill many roles for which they have had little training. It sometimes seems miraculous that they can accomplish any of their agendas satisfactorily.

Urban Challenge #1: Shortages of Qualified Leaders. Shortages of qualified leaders plague some of our city systems. Milwaukee is faced with the retirement of 150 administrators in the next five years. The most critical supply problem is the underrepresentation of women and minorities in administrative ranks. Although minority principals make up 37.5% of the principals in the Great City schools, compared with 13% of the principals nationwide, the cities need many more who are Black and Hispanic. Recruiting minority administrators from an evaporating pool is going to be just as hard as recruiting teachers.

Women constitute 34.8% of the principals and 40.8% of the program managers and administrators in the Great City schools. There are plenty of qualified potential women administrators in the teaching ranks. These women need to be given the opportunity to move into administration.

The reform movement could negatively affect the supply of minority and



female administrators. If teacher salaries continue to rise and if school districts continue to provide more ladders for advancement within the teaching profession, women and minority teachers may choose to explore their ambitions through other professional avenues, such as becoming lead teachers, thereby drawing from the pool of eligible administrators. Efforts to recruit administrators will also be hurt by the fact that the administrators' salary advantages in urban areas is disappearing. While principals in large districts are still paid more, their salaries are rising more slowly than those of principals in medium-sized or small districts.[36]

Urban Challenge #2: Complex Management Demands. The job of the urban school administrator is one of the most complex and demanding jobs in leadership today. The average Great City superintendent must manage a system with over 6,000 teachers, 113,000 students, more than 150 instructional buildings and over 20 unions. Urban principals must purchase supplies, supervise custodial operations, make staffing and curriculum decisions, meet with parents who have complaints, and guide visitors around the building. A principal's typical day usually includes more than 150 short interactions, most of them addressing specific, concrete, and pressing problems.[37] Both superintendents and principals must be sensitive to the needs of the community and politically savvy. Such demands leave little time for instructional leadership.

> ***There is a feeling that because there are only 300-some students that one [principal] can handle it all, but it means that that person handles everything—everything . . . With me, it's meeting with one irate parent while I'm trying to work with two kids who have been involved in a fight, while the phone is ringing, while somebody wants me from downtown, while at the same time I'm supposed to be doing a classroom observation.***
>
> **—Norma Laboy Bushorr,**
> **Rochester Public Schools**

Given these demands, it is obvious why urban principals spend more hours working after school than suburban principals.[38] It is also obvious why some of them are more frustrated than their suburban or rural counterparts. Urban principals express dissatisfaction with disinterested students, unsupportive parents, outmoded facilities, low teacher expectations, and insufficient authority.[39] They are also unhappy with what they perceive to be a lack of control over their own building and curriculum in a highly centralized management structure.

Urban Challenge #3: Inadequately-Prepared Leaders. The blue-ribbon commissions have criticized administrator preparation as well as teacher preparation. Like their suburban and rural counterparts, a high percentage of urban administrators have been recruited from teacher ranks and have never had job-specific training. For those who did, the preparation was often minimal and included limited clinical training. Even those who have completed courses or received degrees in educational administration may not be sufficiently prepared. The National Commission on Excellence in Educational Administration, a body appointed to examine the quality of administrator training, concluded that of the 505 institutions offering courses in school administration, only 200 have the resources and commitment to provide training of the quality the Commission deemed suitable.[40]

This lack of training shows up in the daily leadership interactions of urban administrators. In half of the urban high schools and 11 of the 31 schools overall studied by the IEL, leadership was viewed as ineffective.[41]

Districts can try to compensate by providing principals with better inservice training. Right now, principals receive very little professional development, most of which they get in the form of one-time meetings.[42] Principals have few opportunities to learn from other principals on a regular basis.

Urban Challenge #4: Minimal Instructional Leadership. One thing teachers would like from principals is more instructional support. According to IEL, instructional support in the 31 urban schools studied was "at best, pro forma".[43] A 1984 survey of Dade County teachers rated principals below other teachers, curriculum assistants, departmental chairpeople, or subject matter specialists as a source of help with curriculum and methods and gave the principals lower marks on helpfulness than their counterpart of twenty years ago.[44] A study by the Carnegie Foundation revealed that 54% of urban teachers gave their principal a poor rating in listening to teacher suggestions, and 40% rated principals as below average in supporting teachers.[45]

Many principals, for their part, do not perceive instructional leadership to be among their primary responsibilities.[46] Rather, they feel their time is more effectively spent on managing the school, developing a climate that is conducive to learning, and supervising those who do have responsibility for instruction. They feel it is unfair that administrators who were hired to be firm disciplinarians and visible figures in the school community are now being criticized because job expectations have changed.

> ***Many of the urban high school principals who were appointed to their positions more than five years ago were not hired to be educational leaders . . . They were expected to bring students under control and provide safe school climates. Thus we have a number of quiet and safe schools mired in low expectations and with little being done to strengthen the teaching and learning experience.***[47]
>
> **—Santee Ruffin, Director of Urban Services, National Association of Secondary School Principals**

If urban principals are going to fill the role of instructional leader and continue to be strong managers and firm authority figures, they will need training to accomplish this.

URBAN DISTRICTS ARE MEETING THESE CHALLENGES

Many of our city school districts are in the forefront of national efforts to recruit, train, develop, and enhance the role of administrators. They are recognizing principals as active participants in the campaign to help inner city children succeed academically and are arming principals with the management and instructional weapons they need to do the job.

Urban Response #1: Recruiting Qualified Administrators. A number of districts are grooming individuals already in the system, usually teachers, to replace retiring and exiting administrators. The MILWAUKEE District is implementing a Leadership Development Project to identify and train potential leaders within the system. As part of the project, the district also plans to expand its existing Assessment Center (which evaluates the skills of administrators), put together a mentor program and several principal support groups to help new and veteran administrators, and initiate a program of additional coursework for administrators who need to be licensed.

PHOENIX'S Assessment Center seeks to identify qualified women and minority candidates. Teachers with an administrative interest are the program's primary targets; the Center assesses their skills in twelve administrative areas. The program has expanded to include components to strengthen identified weaknesses. The Center is a joint effort of the National Association of Secondary School Principals and the Arizona School Administrators, Inc.

In eight years of operation, FRESNO'S leadership training program has produced 35 white female administrators and 19 minority female administrators, as well as four minority male administrators. Fresno teachers and entry-level managers receive skills

training, complete a major leadership project, and gain on-site experience by substituting for absent administrators. NEW YORK is offering seminars to help its prospective administrators prepare for the Board of Examiners licensing test.

Based on state-of-the art training technology and individualized training experiences that reflect "effective school" literature on the high-performing principal, DADE COUNTY (Florida) initiated a comprehensive Executive Training Program. Principal and assistant principal candidates who have successfully completed the assessment center are eligible for one of three strands of the program. The principal intern component assigns assistant principals to work for one semester with high-performing principals. While the intern is working with the mentor principal, the assistant principal role at the home school is filled by a teacher who has successfully completed the assessment center for assistant principals. Newly-appointed interim principals experience a 10-month, on the job support program. A training/support team, comprised of school-site, area, and district mentor administrators, works with the interim principal to assure the completion of state, district and school competencies. Successful completion of this program leads to a school principal certificate. The two-year associate executive training program for assistant principals is designed to effectively prepare assistant principals prior to their formal appointment as school principals.

DAYTON is training its own aspiring administrators from the ground up. Teachers who desire administrative positions and have at least 10 years experience, a master's degree in an administrative area, and a state administrative certificate are the target group for that system's Leadership Academy. Participants go through a demanding program of seminars, career guidance, observation, practice, and training. Each participant has a mentor and an individual professional development plan.

Urban Response #2: Helping Leaders Cope with Complex Demands. About eight times a year, building principals, their immediate supervisors, and other site and central office administrators convene for PORTLAND'S Principals' Academy to obtain up-to-date information on administrative and management techniques. Planned and managed by a district-wide committee of principals, the Academy has improved principal morale and resulted in fewer grievances against principals.

PHILADELPHIA has made ar-

rangements with five local corporate employers to place its school leaders into corporate training slots. Administrators receive training in general management skills and school-specific skills.

In SEATTLE, corporate executives are paired with principals in a program to share personal skills and executive training resources. These relationships are individually tailored to the skills of the executive and the principals to enhance professional development.

Urban Response #3: Cultivating Professional Skills. The cities have made great strides in enhancing the professional skills and improving the performance of current administrators. The DAYTON district operates an Entry-Year Administrator Program, which allows new administrators to receive clinical assistance and coaching and interact with their peers. A local university helps develop the training program, and a local advisory council monitors its effectiveness.

TOLEDO helps administrators who are not performing up to expectation by giving them professional support from two administrator peers.

Urban Response #4: Developing Instructional Leadership Skills. The PITTSBURGH Schools have teamed teachers and administrators in a joint program designed to improve instruction, increase collaboration, and enhance professional development. Teachers and administrators in participating schools designate highly-qualified teachers as Instructional Teacher Leaders (ITLs). After undergoing training, the ITLs are certified and ready to take on management duties and oversee other teachers. The administrators and ITLs in a school building meet together as an "Instructional Cabinet". The Cabinet is responsible for identifying and defining problems and obstacles to effective instruction; generating possible solutions; and selecting and implementing a course of action. In this way, administrators become familiar with the everyday instructional dilemmas in that school and take a genuinely active role in the instructional decision-making process.

V. HELPING TEACHERS AND LEADERS WORK TOGETHER

CHALLENGES URBAN DISTRICTS FACE IN HELPING TEACHERS AND LEADERS WORK TOGETHER

As we approach the end of the 20th Century, school districts still cling to a 19th Century model of school organization, based in part on a textile factory and in part on a prairie schoolhouse. All the major reform reports have noted this anomaly and have proposed sometimes radical redesigns for schools. The reports agree that principals must take a greater interest in whether the school's instructional program is of high quality, not just whether it is orderly and complies with district and state regulations. Teachers must have more opportunity to exercise professional judgment in the classroom and to participate in decisions outside the classroom that affect teaching. The Carnegie Forum would have a corps of lead teachers sharing management and decision-making responsibilities with the principals; other reports recommend corps of teacher/administrators. Management should be decentralized, the reports suggest, with principals and teachers making decisions at the building level about budget, staffing, curriculum, and other local matters. And all the reports call for a more cooperative atmosphere between teachers and administrators.

Urban Challenge #1: Pitfalls of Centralization. Because of the size of our large urban districts and concerns about equity, chief administrators and boards often find it easier, cheaper, and more logical to make staffing and curricular decisions, purchase supplies and services, and manage the schools from the central office. In many cases, this centralization appears sensible and efficient. But what makes sense to the requisitions department may not always make sound educational sense. In some districts, a teacher cannot rearrange the seats in the classroom without committing an infraction of district policy.

Principals and teachers in inner city schools often complain about restrictions on their authority to make decisions about what goes on in their buildings. Both complain about centralized policies that require them to fill out stacks of paper but make it next to impossible to get tablets of paper for their students. Urban principals' hands are often tied by district policies. Some do not have enough discretion to determine staffing, set curriculum, or establish spending priorities. For example, only 10% of urban principals control curriculum, compared with 32% of suburban principals and 43% of rural principals.[48] The vast majority of urban principals are unhappy with this arrangement. About 87% of them—a much higher percentage than in suburban or rural districts—would gladly accept greater accountability in exchange for greater authority.[49]

Centralization also takes a toll on urban teachers, who have even less influence than principals over decisions made at the school or district level. Thirty-six percent of large city teachers surveyed in one study said they have no say in selecting textbooks or materials, compared with 12% of suburban and rural teachers; 29% report having no say in course content, compared with 14% of other teachers.[50]

Urban Challenge #2: Tension between Teachers and Administrators. Teachers' and administrators' opinions on issues related to school improvement do not always coincide. There is a natural tension between teachers' desires for more autonomy and principals' desires to oversee what goes on in their schools. For instance, urban teachers would like more influence in such areas as student assignments, time allocation, disciplinary codes, teaching assignments, and class size.[51] They would also like principals to become more supportive partners in the instructional process. The problem occurs, however, in trying to define what teachers mean by supportive. Helping them improve their teaching, perhaps; backing them up on professional decisions, certainly. But what they don't mean is for administrators to intervene in their classrooms without good cause. They understandably fear a reorganization which enhances principal authority over salary, tenure, or professional rewards without adequate teacher input.

> ***We need to help the school change the way administrators deal with teachers. Ninety-nine percent of the feedback teachers get is the negative kind. They rarely say, 'Hey, you did a good job on that.' That's what I want them to do.***
>
> **—Dimmit M. Standley, Dade County Public Schools**

Principals, especially urban ones, express frustration with teachers who lack the necessary skills or who have low expectations for students. They are dissatisfied with district policies that limit their authority to deal with the problem of poorly-performing teachers or to reward high-performing ones. Sixty-five percent of urban principals want greater authority over teacher performance standards; 56% would like to be able to do more to provide teachers with bonuses or supplements; and 54% want more authority over programs of non-financial recognition for teachers.[52]

As these examples make clear, any change in decision-making authority must walk a line between conflicting interests. To be successful, any reform of school governance must involve teachers and administrators at every step and must work to foster a spirit of collegiality. This *esprit de corps* is all too rare. About half of the 31 schools in the IEL study were rated average or above in collegiality, with the remaining 16 ranked below averages. This included 7 of 10 high schools. In schools with a poor spirit of cooperation, teachers felt isolated, and communication between teachers and administrators was poor.[53]

Urban Challenge #3: Need for Community Support. Urban schools are central institutions in the communities they serve. Inner city schools are called upon to provide nutrition, health, recreation, day care, and social services for their students as well as collaborate with a variety of agencies. Any change in school structure affects all of the community, so districts must be careful to consider the function of the school within the neighborhood when instituting governance changes.

URBAN DISTRICTS ARE MEETING THESE CHALLENGES

Several of the Great City Schools are working through the obstacles to organizational reform and have pioneered such governance reforms as decentralization and school-based management; enhanced teacher roles; and system-wide "effective schools" models. Realizing that the entire school staff will have to work together to forge new decision-making and governance structures, many of the districts have developed joint programs for teachers and administrators.

Urban Response #1: Decentralizing Decisions. SEATTLE has attempted to decentralize administrative and teaching decisions in 21 schools and two alternative sites throughout the district. In these sites, the school and community representatives work together to define the school's goals and establish patterns of decentralized operations, accountability, decision-making, and parental involvement. While the central office retains decision-making authority in such areas as transportation, desegregation, affirmative action, budget monitoring and evaluation, the school sites make most other decisions.

> ***If we can make it through the next three years, we're going to have a different-looking school district in the future. We're going to see a lot more variations school by school . . . In a couple of schools we really see evidence of a team of teachers working together to set the curriculum and work on the projects, the units, the themes that are going to be focused on. And I'll tell you, they are very exciting projects.***
>
> **—Susan Ateya, Rochester Public Schools**

In 1987 DADE COUNTY initiated an exciting pilot program of school-based management in 33 schools. An experiment in eliminating bureaucracy and moving decisions close to the people who must live with them, the program brings principals, teachers, and other staff together to decide how to allocate the school's funds, how to teach students, and how to structure the school's curriculum and programs. With board-approved waivers (in the negotiated teachers' labor contract, school board rules, and even state department of education regulations), the teams can redesign the school to create smaller classes, revise teacher hiring practices, change schedules, and employ other creative approaches. Some of the schools have eliminated the position of assistant principal and have used the money for after-school programs, supplies, and teacher aides.

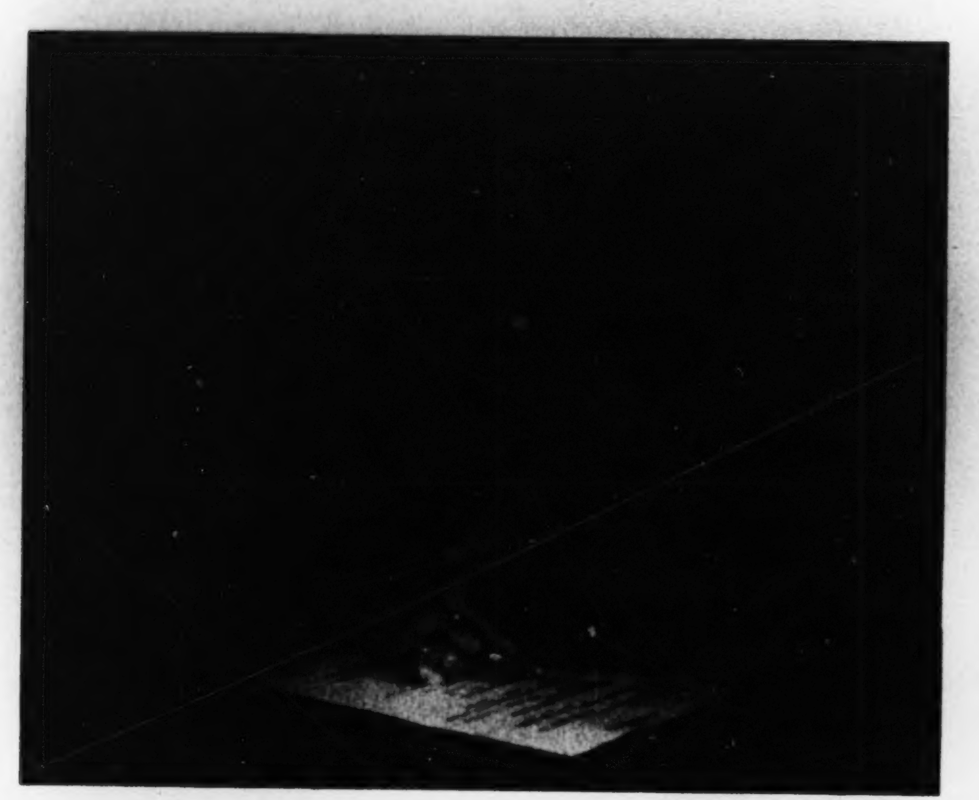
> ***I made a presentation on school-based management at one of our leading cities. And after I got through, they looked at me like I was from Mars. 'You mean to tell me you sit down with the union in coming up with things? This is heresy . . . You're dreaming.' And I'm saying, 'We're not dreaming, we're doing.'***
>
> **—Joe Tekerman, Dade County Public schools.**

PHILADELPHIA is trying to do something about paperwork. Through its Student Secretarial Intern program, the system is training a new corps of school secretaries to help deal with the clerical demand and paper load. Interns are placed with experienced secretaries while they learn on the job.

Urban Response #2: Fostering a Spirit of Cooperation between Leaders and Teachers. Districts such as PHOENIX UNION HIGH SCHOOL DISTRICT are encouraging the entire school staff, including teachers, administrators, and support staff, to work together to improve school quality. At each school, a team composed of staff, parents, and students is given a budget of $7,500 for training, planning, and research. Each school establishes its own improvement and management plan and progresses at its own pace. The chairs of the various teams serve on a district-wide effective school advisory committee, which acts as a clearinghouse for new ideas and a link between the teams.

DALLAS' Management Development Program prepares prospective administrators at the same time it helps boost lesson planning, disciplinary skills, and classroom management skills of teachers. Potential administrators, called Management Fellows, gain experience in day-to-day leadership situations by helping teachers with two years or less experience in grades pre-K through 8.

Urban Response #3: Bringing in the Community. TULSA has a school building participatory management program called TEAMS. A unique feature of TEAMS is that representatives of the community sit on the TEAMS panel with administrators, teachers, parents, and the community. TEAMS participants decide how to improve educational opportunities for students and increase parent and community involvement. The participatory management approach has spawned an effective schools program which has helped boost student test scores.



VI. WHAT MAKES THESE PROGRAMS SUCCESSFUL

The preceding chapters prove that even without state or federal mandates and often without large infusions of new money, local people have the will, talent, and energy to develop responses to their most pressing problems in teaching and leading. We can bring away many lessons from these urban districts' experiences, lessons that are pertinent even to rural and suburban districts. In the member survey, the Council asked the districts, "What are the key factors of the program that contribute to its success?" From their answers, we discerned several common threads that contribute to these programs' support and acceptance.

KEYS TO SUCCESS

Key #1: Bottom-Up Involvement.

- *By building personnel.* Key program decisions are made at the school building level; as a Dade County administrator said, the program has a "bottom up philosophy".
- *On site.* The training or activities often take place at the actual site where participants work; the location is convenient.
- *Integration.* The program is integrated into the regular school operations.

Key #2: Local Support.

- *Executive support.* Many project directors noted the importance of having support from "the highest levels of leadership: the superintendent and the school board".
- *Union support.* Many of the plans involve changes in teacher contracts and teacher responsibilities, which are not possible without union support.
- *Financial support.* In many cases, additional start-up funds were made available from local, state and private sources.

Key #3: Collaboration.

- *With other agencies.* Many programs are joint efforts with other community agencies, businesses, citizen groups, universities, and parents.
- *Among school personnel.* Often teachers and administrators participate in the same project.

- *Between union and management.* As one administrator noted, "The prime factor in the success of the program has been the cooperation shown between management and the union."

Key #4: Staff Involvement in Planning.

- *Teacher involvement.* As a Pittsburgh instructor noted, "The program is for teachers planned by them and implemented cooperatively."

Key #5: Collegiality.

- *Among peers.* The program promotes a collegial relationship; as one administator said, his program had "the personal touch".
- *Non-threatening.* As an El Paso staff person noted, the program has "a non-threatening environment."
- *Supportive.* The program relies upon peers, be they teachers or administrators, helping each other; for example, veteran teachers or administrators acting as mentors to their less experienced colleagues.

Key #6: Commitment of Staff and Participants.

- *Enthusiasm.* A Philadelphia program director cited the "sustained enthusiasm of all involved" as the key to her program's success.
- *Dedication.* Survey respondents consistently noted the dedication of staff and participants, many of whom carry out extra duties without compensation because they are committed to the program and want to see it work.

Key #7: Quality of Program.

- *Staff qualifications.* The district or school picks the best people, through peer selection or other means, to implement the program. Frequently, participants note that their colleagues or mentors are highly-qualified and possess great sensitivity.

- *Participant selection*. The program screens participants to ensure they are interested and really want to be involved.
- *Quality of program*. The program incorporates the best of current instructional techniques and research.

Key #8: Fairness and Equitability.

- *Evaluation*. Programs that involve teacher evaluation or assessment use measures that are fair, equitable, and impartial.
- *Voluntary nature*. Many programs are voluntary; teachers who do not want to participate do not have to and are not penalized for not doing so.
- *Confidentiality*. Where necessary, as in teacher evaluation or counseling, the program guarantees confidentiality.

Key #9: Clear Goals.

- *Emphasis on instruction*. The program has the bottom line goal of im-

proving student learning.

- *High expectations.* The program makes clear what is expected of participants and sets high goals.

Key #10: Flexibility.

- *Building level.* The program permits personnel at individual schools to make modifications to suit their particular needs.
- *Individual level.* The program allows individuals to set their own goals and carry out their own projects at their own pace.

We have excellent programs in many districts. Now the job is to ensure that they thrive; to expand them within the districts; and to improve them, replicate them elsewhere, and develop new approaches. To arrive at an agenda for doing just this, the Council asked its members to tell us what their greatest obstacles are in implementing the programs and what recommendations they would make to other school districts who are interested in doing something similar. Based upon their responses, we have arrived at a list of the greatest needs of urban districts in teaching and leading.

GREATEST NEEDS FOR RESPONDING TO TEACHING AND LEADING CHALLENGES

Need #1: Increased, Stable Funding. Even cities who have programs in place need funding to expand them beyond the pilot stage, to ensure a stable source of support when foundation, federal, state or local funding runs out. Some districts are operating their teaching and leading programs on a shoestring: they would like to be able to pay their mentors, for example, employ consultants, give stipends to participants, or expand into other schools, but they cannot.

Those districts which have not addressed some of the challenges in this report frequently have not done so because they cannot find the necessary funding.

Need #2: State and federal cooperation. Districts would like to see their states and the federal government become more responsive about enacting or adjusting state programs and regulations that support local efforts. For example, some local districts would like to be able to receive waivers of certain state or federal regulations. Others would like to see simplification and revision of state licensing and certification provisions. The obligation is not one-sided, however; local districts need to make states more aware of their needs, their successes, and their commitment to accountability.

Need #3: University cooperation. A number of the Great City districts feel that while they are reaching out to urban universities, the universities are not doing all they can. For example, some districts would like to get university faculty more involved in their programs but cannot because of university requirements.

Need #4: Time for training. One of the most frequently mentioned obstacles was the lack of release time for teachers to receive training and participate in special programs. Several districts recommended this be built into local contracts.

Need #5: Logistical considerations. Implementation of special teaching and leading programs has been hampered in some districts by such considerations as lack of space or lack of clerical personnel. Others mentioned the enormous burden these programs place on supervising staff and administrators.

Need #6: Expansion. Many districts would like to expand their programs to cover more teachers and administrators, more schools and other types of school staff. Funding is the major obstacle.

Need #7: Follow-up. Districts admit they need to do a better job following up participants to sustain the improvements made.

Need #8: Communication with other districts. The districts in the survey were pleased the Council was undertaking this effort, because they often do not have the mechanisms to find out what other districts with similar problems and experiences are doing.

[redacted]

Need #9: Outreach. As one administrator noted, "It is hard to reach and inform potential applicants." This is particularly true if the target group is college students or individuals outside the system.

It is clear that a great deal of energy is being devoted to teacher and administrator improvement in the Great City Schools. And it is clear that unless disparities in levels of support between inner-city school districts and those in more affluent areas are addressed, then it will increase the difficulties urban districts have in meeting the challenges described in this report. It is in the best interest of urban school children and the nation at large to move our youth ahead.

ALBUQUERQUE

The COOPERATIVE EDUCATIONAL ADMINISTRATION INTERNSHIP PROGRAM is designed to prepare classroom teachers for administrative jobs, and to help the district identify, train and observe these individuals prior to appointment. The program is run in collaboration with other area school systems, the University of New Mexico, and targets all teachers who have taught for at least three years. At the end of the voluntary one-year training, administrator-interns have completed a graduate program in Educational Administration and state licensure requirements, and are prepared to apply for administrative positions.

The ALBUQUERQUE PUBLIC SCHOOLS/ UNIVERSITY OF NEW MEXICO GRADUATE INTERN AND TEACHER INDUCTION PROGRAM is designed to provide beginning teachers with initial support and to offer veteran teachers the opportunity for professional growth by reassigning them to work with new instructors. All new teachers are targeted for the program and are offered instructional, emotional,and resource support by the veteran "clinical support" teachers. The University of New Mexico participates by helping set goals, plan the program, and select program personnel.

The ALBUQUERQUE PUBLIC SCHOOLS/UNIVERSITY OF NEW MEXICO CLINICAL SUPERVISOR PROGRAM is designed to bring the expertise of veteran "clinical support" teachers to the college of education at the University of New Mexico. Veteran teachers are released from classroom responsibility to work with university faculty in the training and supervision of student teachers.

The ALBUQUERQUE PUBLIC SCHOOLS/UNIVERSITY OF NEW MEXICO TEACHER ENHANCEMENT PROGRAM is designed to offer veteran teachers an opportunity to seek advanced study in their subject area. Both elementary and secondary level teachers are targeted. Last year, 24 teachers spent one day a week at the University pursuing graduate study. In addition, participants are granted travel stipends and leave time to attend professional conferences.

The ALBUQUERQUE PUBLIC SCHOOLS ACADEMY FOR EDUCA-

TIONAL LEADERSHIP is designed to promote excellence and effectiveness among educational leaders through professional development activities. The program evolved from research demonstrating the key role that individual school leaders play in effective schools. The effort is run collaboratively by the district, the university and the business community. Both aspiring and practicing administrators participate in coursework, assessments, management training and other activities provided by the Academy.

The EMPLOYEE RESOURCE AND RENEWAL CENTER was established to provide district employees with staff development opportunities, "life-long learning" experience, and other professional growth activities. The program is available to all teachers, administrators, and classified employees. The Center offers four day teacher effectiveness training, clinical supervision for administrators, and topical workshops.

The ALBUQUERQUE PUBLIC SCHOOLS SCHOOL-BASED MANAGEMENT PROGRAM is designed to move more decision-making to the school level; involve teachers, parents, support staff and administrators in management decisions; promote an attitude of joint problem-solving; and improve responsiveness and responsibility at each site. Participation by each school is optional. A Program Planning Committee, centrally and site-based, works on school goals and plans, and on allocations of dollars and staff in each school. In some schools, the local business community is involved through the Join-A-School program.

The EMPLOYEE ASSISTANCE PROGRAM is designed to provide school staff and their families an opportunity to discuss personal and medical problems confidentially. The program provides both direct counseling or assistance and referrals to other agencies. The program offers individual counseling, support groups, workshops and seminars, mental health assistance and outside referrals.

ATLANTA

TEACHER TRAINING is conducted through a comprehensive staff development program designed to meet the individual needs of the novice and the experienced teacher. During the regular school year, specific content-area refresher inservice activities, preparation for the Georgia Teacher Competency Test (TCT), recertification and salary incremental credit requirement courses are conducted evenings and Saturdays. Teachers are released by provision of substitute teachers during the regular school day (on a limited basis) for inservice activities for implementing specific instructional strategies and programs.

TEACHER RETENTION PROJECT is a joint venture, the Atlanta Public Schools, the Atlanta Federation of Teachers, the Georgia Department of Education Certification Office, Atlanta University, and Georgia State University are sponsoring a teacher induction and retention program Teacher Recruitment Internship Project for Success. A limited number of slots funded each year for liberal arts graduates in critical fields who do not have teaching credentials. Two interns are assigned to one full-time teaching position under the tutelage of one mentor teacher. The intern teachers meet certification requirements by receiving student teaching credits through the internship and pedagogical credits through the participating universities of choice. The participants receive a full-time teacher's salary from the school system and scholarship support through grant from the State Department of Education.

Experienced teachers upon recommendation of the principals are trained as mentor teachers to prepare them to provide support for new teachers. Each mentor is given a $600 stipend for mentoring. Every new teacher is assigned to a mentor teacher to help him/her make the appropriate adjustment in the first year of teaching.

A COMPREHENSIVE LEADERSHIP TRAINING PROGRAM is conducted for potential leaders. Applicants are sought through a systemwide announcement. Applicants are paper screened, subjected to a written and oral interview competency assessment and based upon identified need placed in a training program. Successful participants are released from their regular assignments for a six-week internship that covers all levels of administration.

BALTIMORE

The ADMINISTRATOR'S ROUNDTABLE is designed to enhance the special education skills of a select group of principals. Emphasis at the Roundtable is placed on expanding the ability of principals to apply new research knowledge to situations within their own schools. The program offers elementary school principals the opportunity to interact with colleagues to discuss issues of mutual concern and to seek solutions to common problems. In addition, principals receive individualized assistance from specialists in various special education fields, school site visits and interaction with other professionals. The program works in cooperation with the University of Maryland.

The SPECIAL EDUCATION CER-

TIFICATION TRAINING PROGRAM is designed to attract and train general educators and paraprofessionals in competencies required for teacher certification in special education. The program entails enrolling current general educators and others in 18 credits of special education coursework at a local state college. The school system pays the total cost of the courses, which are usually provided in evenings and over summers. Employees maintain their current employment status while in training.

The NEW EDUCATOR'S INDUCTION AND SUPPORT PROGRAM focuses on the training and retention of new teachers. The effort involves providing new teachers with coursework, guided supervision, coaching and pairing with mentors. Officials report the success of the program hinging on collaboration across school-district divisions and regular monitoring.

The NEW ADMINISTRATOR'S INDUCTION AND SUPPORT PROGRAM focuses on school administrators. Training is provided to new administrators to orient and acclimate them to their new positions. Classes consist of coursework on leadership, managerial skills and collegial support. The program operates in partnership with the State Department of Education and other local education agencies.

The TEACHERS' ASSISTANCE WORKSHOPS are designed to upgrade the skills of teachers who have been evaluated as performing less than satisfactorily. The program operates system-wide and provides individual teachers with coursework, field experience and counseling. Assessments of the program indicate that teachers improve their performance after the sessions.

The RECRUITMENT AND RETENTION OF EXCEPTIONAL EDUCATORS THROUGH CREATIVE INITIATIVES IN TEACHER EDUCATION PROGRAM (R.E.C.I.T.E.) is designed to recruit and retain new teachers who are minorities or are from non-traditional/non-teaching professions. The effort entails mentoring, support networks, college recruitment and coursework, along with certification classes; and collaborates with local universities and the state department of education.

The SCHOOL-BASED STAFF DEVELOPMENT TEAMS TRAINING PROGRAM was developed to promote more school-based management by improving planning and decision-making at individual school sites. The effort has involved the training of 3-to-5 person teams in 182 schools to assess staff development needs and to act on them. Teams provide training to teachers and others, collaborate with teachers on instructional decisions, and work to improve teacher performance.

The PRINCIPALS' ADVANCED LEADERSHIP TRAINING PROGRAM is designed to improve the job performance of school principals by broadening knowledge, skills and resources. The program, which is planned collaboratively between the central office and the principals, provides conferences, practice activities and collegial support.

BOSTON

The ROLLINS-GRIFFITH TEACHER CENTER was designed to upgrade the skills of teachers, paraprofessionals and administrators. Services are available system-wide and focus on needs in early childhood education, special education, middle schools, administration and reading. The Center conducts courses and degree programs adopted to district needs—and at reduced cost to participating personnel. A number of local colleges and universities collaborate in the program and grant credits and degrees for Center courses.

PROFESSIONAL DEVELOPMENT DAYS were designed to implement system-wide instructional goals and policies into the classroom. The program involves early release of students on selected days and two other full-day sessions devoted to professional development of teachers. The in-service courses are run by the district, local colleges and universities, teachers and consultants.

The COMMONWEALTH INSERVICE PROGRAM is a state-wide effort to provide in-service training for teachers in priority areas. The program is available system-wide but serves only teachers who apply. The training is school-based and runs in conjunction with local colleges.

The NEW TEACHER WORKSHOPS PROGRAM operates to orient new teachers into the Boston Public Schools. The effort is available district-wide, and consists of three days of workshops before the start of the school year and monthly workshops over the course of a teacher's first year.

The APPRENTICE TEACHER PROGRAM is designed to recruit new teachers by allowing liberal arts majors at local colleges and universities to teach in the school system while they are working on obtaining certification. The district works with the State Department of Education in the assignment and certification process. And the program itself helps uncertified individuals through state and local bureaucracies in attempting to obtain certification. The program has a mentoring component and runs in collaboration with local universities.

The ADMINISTRATIVE INTERN-

SHIP PROGRAM operates districtwide and is designed to assist personnel in becoming state certified in supervisory and administrative areas. The program consists of internships, approved by the State Department of Education, for personnel within the school system with coursework on-site during the school day.

The LEADERSHIP ACADEMY is designed to prepare new and potential administrators for the Boston Public Schools. The program itself consists of bi-weekly sessions and courses at Boston University for participants, and is run collaboratively with a local business partnership and university consortia.

The PRINCIPAL'S CENTER at Harvard University was established to provide on-going workshops and courses for practicing administrators and principals. The Boston Public Schools pays half the fee for system participants because of the urban focus of the program.

The HORACE MANN TEACHER GRANTS is a state-funded program that provides financial incentives to teachers to accept expanded responsibilities in their schools. The program targets all teachers and is available system-wide through an application process.

The IMPACT II TEACHER NETWORK PROGRAM was designed to disseminate successful classroom practices to teachers in the district. The effort involves small "adoptor grants" to teachers to adopt or test promising classroom teaching practices, and is available through an application process. Funds are provided to participating teachers to purchase classroom materials, implement new programs, and disseminate results. A local business partner provides funds for the program.

The TEACHER, AND ADMINISTRATOR RECRUITMENT PROGRAM is designed to identify Black and other minority candidates to fill shortage areas in the school system. The program entails visiting in-state and out-of-state colleges and universities that have graduates in areas of need. The system also sends recruiters to major conferences, job fairs and professional organization meetings; advertises and holds its own job fairs. The program has four recruiters and has established a referral network with 114 colleges, 181 professional organizations, and 53 public school systems. The effort has resulted in the district's meeting its federal court mandate for staff desegregation.

BUFFALO

The BUFFALO EDUCATORS STUDY TEACHING . . . TOGETHER program (BESTT) is designed to improve teaching and learning through a comprehensive staff development effort based on the Madeline Hunter Model. The program works to strengthen school-based decision-making and teacher involvement. The effort, which operates only in Buffalo's secondary schools, targets all teachers and administrators in the designated schools but places particular emphasis on academic subject areas. BESTT has established School Academic Councils at each site and given about 65% of secondary teachers an extra five days of training. Each Council, comprised of teachers and principal, meet monthly to make program decisions. The program operates in collaboration with the local State University and has as its key features strong union support, an excellent model and foundation funding.

CHICAGO

The CREATING A NEW APPROACH TO LEARNING (CANAL) PROGRAM will begin in the 1988-1989 school year in 41 schools, and will provide full-day training once a month for the entire instructional staff of each participating school. In addition to courses and seminars on instructional strategies and techniques, particularly as they concern underachieving students, the training will involve the development of individual school improvement plans and implementation of them using a school-based management approach. A further component of the training will include parents, community and students. An underutilized school was renovated as a training facility for the program.

CINCINNATI

The STAFF DEVELOPMENT CENTER sponsors the Professional Growth Institute, a selection of courses for employees, taught by employees, on a variety of professional topics.

The MINORITY RECRUITMENT TASK FORCE is designed to target minority persons for recruitment into the system for teaching and administrative positions.

The CINCINNATI YOUTH COLLABORATIVE, a joint committee of educators and business leaders, was formed to study leadership potential among staff in the Cincinnati Schools and to make recommendations.

In addition to these programs, the most recently negotiated teacher contract includes provisions for teacher sabbaticals and establishment of career ladders. And the Cincinnati Association of Administrators and Supervisors has built into its agreement provisions for professional development.

CLEVELAND

PROJECT PERFORM is designed to support the efforts of staff members who are implementing various aspects of the effective schools movement in their schools. The program supports both administrators and teachers in forty elementary and eight intermediate schools. Schools are chosen to participate if their standardized achievement test scores are below the district average. The effort is designed to improve student skills and achievement by using the effective school approach. Participating schools receive small grants through both the school system and the George Gund Foundation. Funds are used to design and implement effective schools assessments and action plans.

The EMERGENCY CERTIFICATION PROGRAM was designed to recruit and provide emergency teaching certification for bilingual, Black and Hispanic teachers. The effort operates in selected schools implementing Lau programs. State Department of Education officials review applications and waive certain requirements in order to issue the emergency certificates. The program runs in cooperation with the local Hispanic/bilingual coalition.

The MINORITY RECRUITMENT CONSORTIUM is aimed at recruiting new Black and Hispanic teachers and administrators, and increasing the pool of future teachers among current minority secondary school students. The program operates in conjunction with a state-wide effort and allows a district representative to participate in state-level activities for increasing minority recruits.

The CAREER LADDER PROGRAM is a system-wide effort to increase pay and benefits for teachers, to evaluate teacher performance and to retain good teachers. The program is still in the planning phase and hinges on passage of a new levy and on negotiations with the teacher's union.

The LEADERSHIP ACADEMY is a program aimed at enhancing the professional leadership of teachers and new administrators. The program entails sharing faculty with local colleges and universities and providing coursework in education administration. Both administrators and teachers participate.

PROJECT SUCCESS is aimed at increasing the holding power of secondary schools by providing high school principals with training and support in reforming and restructuring alternative curricula. All twelve district high schools participate and involve about fifty students each. The program works to reduce class size for target students to 12, and to coordinate services and diagnostics for them. The program works in collaboration with the juvenile court, the police department, neighborhood centers, health organizations and drug abuse organizations.

The PEER ADMINISTRATOR/TEACHER SUPPORT PROGRAM was designed to provide support services to 49 newly assigned principals and 400 newly assigned teachers. Two retired principals are assigned to work with newly assigned principals providing ideas, instructional supervision, management and budgeting advice and technical assistance with handling students and personnel. In addition, ten retired teachers work with 300 new teachers on discipline, motivation, use of alternative curricula and parent involvement.

COLUMBUS

The COLUMBUS INSTRUCTIONAL MODEL (CIM) has as its purpose the coordinating and focusing of curriculum, instruction, evaluation, supervision, in-service training and resources to enhance teaching and instructional leadership, and student achievement. The program invites groups of teachers and administrators to apply and work as teams, with smaller groups within each team identifying educational issues they would like to address. The teams then use an "action research" approach to address concerns. CIM provides teacher networking, video tapes, release time for teachers, substitute teachers, coaching and training, mutual support, and school system resources. The program works with Ohio State University professors and the CIM staff meet regularly with parent support groups, and an advisory panel, the superintendent and the Board of Education.

DADE COUNTY

The PROFESSIONAL GROWTH PROVISION (PGP) effort is targeted at all teachers in the district and is designed to encourage racial intergration among school staff while promoting professional development. The program involves teachers voluntarily agreeing to transfer to a school where their race is in the minority in exchange for a full scholarship at the University of Miami at the Masters or Doctoral level in their field. Teachers must agree to stay at their new school for at least five years and must earn at least a "B" average in the university program.

The PARTNERS IN EDUCATION (PIE) program is designed to assist 12 inner-city schools in achieving educational excellence and equity. Each of the target schools has a Leadership Cadre to make decisions at the building level and to seek waivers of district policies in order to improve student achievement, school decision-making and parental involvement. PIE is targeted at all school personnel, parents and the community surrounding the twelve schools to foster collaboration. The program also involves Saturday classes, and runs in cooperation with the teachers union, urban league, community college and a local foundation.

The DADE EDUCATION COMPACT is a collaborative effort with United Teachers of Dade and the University of Miami to improve the quality of education district-wide by providing teacher recruitment, alternative certification, graduate programs for teachers, dropout prevention and educational research. The Compact is comprised of 42 people divided among the district, the teachers and the University, and holds monthly meetings to discuss and resolve problems and issues for the school system. From this compact has come the PGP program, a hotline, the Teacher Recruitment and Internship Program and several other initiatives.

The QUALITY INSTRUCTION INCENTIVES PROGRAM (QUIIP) is open to all school employees at all grade levels and is designed to spur achievement by providing monetary incentives to site employees. Each school that elects to participate must show dramatic improvement in its students' intellectual and physical development. An average of 193 schools a year now participate, with incentives totaling nearly $13.3 million a year.

SATELLITE LEARNING CENTERS in Dade County provide lead teachers for each school site as a way of promoting greater teacher responsibility and independence. At each satellite center, the lead teacher must initiate and implement a model for planning and decision-making. And each satellite is a partnership of the district, United Teachers of Dade and a host corporation. The Centers promote shared decision-making and the use of collaborative problem-solving strategies; and encourage professionalism, desegregation and lowered transportation costs.

The FUTURE EDUCATORS OF AMERICA (FEA) PROGRAM is working to encourage bright students to choose a career in teaching. The program is especially geared to interest minority students in teaching, and seeks to recruit teachers to apply as club sponsors at the middle and high school levels. Each participating school uses peer tutoring, peer counseling, dropout prevention strategies, substance abuse education, and district/state conferences to encourage future teachers.

The DADE ACADEMY FOR THE

TEACHING ARTS (DATA) was targeted in its first year on senior high school teachers of English, math, social studies and science, and expanded in its second year to include junior/middle-school teachers, foreign language and exceptional student education. Future plans call for an elementary program. The program is a mini-sabbatical to energize and revitalize teachers through seminars, clinics, internships, research, and updating subject-area knowledge. DATA operates at one school site but is available to teachers from across the district.

The TEACHER PARTICIPATION PROGRAM was designed to give teachers more authority and decision-making power in facilities planning and principal selection. Teachers were given the opportunity, for instance, to help design the district's new senior high school; and participate in screening interviews for new principals and assistant principals.

The NEW TEACHER RECRUITMENT AND ORIENTATION Program conducts nation-wide searches for teachers and acclimates them to the city and the school-district when they arrive. The effort targets teacher recruits for all grade levels and subjects, but gives particular attention to critical shortage areas and minority candidates. Activities include advertising, teacher-recruitment fairs, job announcements, and five-day orientation sessions.

The TEACHER RECRUITMENT AND INTERNSHIP PROGRAM (TRIP) was designed to recruit and retain teachers for the district by providing liberal arts and other college graduates with coursework leading to teaching certification and a M.S. in Education degree. The effort targets beginning and mentor teachers in junior and senior high schools in critical shortage areas. Thirty apprentice teachers were the focus of the program last year. Fifteen mentor teachers were given $1500 bonuses to work with two apprentices each. The program runs in collaboration with United Teachers of Dade and the University of Miami.

The DADE-MONROE TEACHER EDUCATION CENTER (TEC) was established to promote professional growth for teachers and to assist them with certificate renewal. The Center is available to all instructional personnel and first opened in 1979. It offers bimonthly courses on topics identified through needs-assessments, school-focused improvement courses, in-service credit for educational travel and conference participation, a graphics lab, teacher in-service courses, and one of the largest professional libraries nationwide. An advisory body of teachers oversees the Center, which is headed by a teacher-director.

The TEACHER ASSESSMENT AND DEVELOPMENT SYSTEM (TADS) was designed to provide an objective nonpunitive evaluation system of the district's classroom teachers. The program targets all teachers in the district and involves classroom observations by other teachers and administrators on preparation and planning, subject-area knowledge, classroom management, instruction techniques, teacher-student relationships, assessment techniques and professional responsibility. Extensive training is provided in observation techniques and methods to ensure fairness, objectivity and equity. The program runs in cooperation with the United Teachers of Dade.

The SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING (SBM/SDM) PROGRAM was designed to give teachers at 33 selected schools a greater voice in curricula, scheduling, budgeting and operating decisions. The program spans all school personnel at the target sites and includes all grade levels. Each school forms a committee of teachers and staff to propose to the Board of Education structural, regulatory and instructional changes needed to improve performance and student achievement. The central office gives each school committee wide latitude in making changes. The program has an active parent involvement component.

DALLAS

The ALTERNATIVE CERTIFICATION PROGRAM was established to recruit, train and certify college graduates with non-education degrees to become teachers. The system-wide effort is focused on the recruitment of teachers in the critical shortage areas of bilingual education, pre-school education, general elementary grades, high school mathematics and secondary school reading. Teaching candidates participate in a 250 hour intensive summer training program before being placed as a teacher. Followup support is provided by Management Fellows, i.e. teachers training to be administrators, for a full year. The system is currently working with East Texas State University on training of candidates.

The MANAGEMENT DEVELOPMENT PROGRAM provides full-time management development activities for potential administrators. The primary goal of the effort is to reduce teacher turnover and attrition by providing direct personal assistance in lesson planning, discipline techniques and classroom management. Assistance is provided by Management Fellows who are assigned to teachers with two years or less experience in pre-K to grade eight classrooms. School officials report the program's success to be attributable to the direct one-on-one assistance, the accessibility of the Fellows, and emphasis on modeling successful practices.

DAYTON

The ENTRY YEAR ADMINISTRATOR PROGRAM is designed to improve and strengthen the performance of first-year administrators, increase the retention rate of administrators, and develop "esprit de corps" among administrative staff. The program provides a way for the school system to communicate the expections of the district to new administrators, encourage mutual support, offer clinical and technical advice, and coaching. The district operates an advisory council to monitor activities and works in collaboration with a local university on program components. Reports from the district indicate that the effort has improved mentoring, and evaluation forms show over 90% of participants rating the program positively.

The EFFECTIVE TEACHER TRAINING PROGRAM is an effort to provide both teachers and administrators with a way to integrate latest research findings into their work. The program entails 36 hours of training for teachers and administrators systemwide on effective teaching practices, effective schools and classroom procedures. The approach revolves around experience-based training and includes work in such areas as learning expectations, time-management, competency-based education, critical thinking, instructional preparation, feedback, instructional presentation, and monitoring, student interaction, social interaction, work-related activities and learning evaluation.

The LEADERSHIP ACADEMY provides training and professional development activities for teachers aspiring to administrative positions in the school system. The program operates systemwide but only for teachers with at least 10 years experience, a master's degree in an administrative area and an Ohio Department of Education Administrator Certificate. Included in the Academy are seminars, career guidance, observation/participation of administrative activity, and leadership training. Each participant has a mentor and Individual Professional Development Plan.

The ENTRY YEAR TEACHER PROGRAM assists beginning teachers with the transition into the classroom and provides an opportunity for teachers to develop their own instructional styles within the philosophical expectations of the system. Workshops include orientations on district policies and procedures, resources and facilities available at the district and building levels, school curricula and responsibilities. The program runs in collaboration with the Dayton Education Association, Wright State University and the District Entry Year Advisory Council; and uses support networks, experienced teacher mentors, close monitoring and personal growth plans for each participant.

The SCHOOL CLIMATE IMPROVEMENT PROJECT is aimed at both teachers and administrators in an effort to improve school productivity, problem solving, and cooperative planning. The effort, which operates in selected schools, involves faculty members and administrators following a structured process for goal setting, problem-solving, decision-making, action planning and effective meetings. Contributing to the program's success are clear goals, collegiality and a commitment to continued improvement in decision-making.

DENVER

The Denver Public Schools TEACHER RECRUITMENT PROGRAM was designed to recruit new teachers, using a multicultural approach to attract minority candidates. Recruiting teams regularly meet with Black, Hispanic, Asian and Native American educational advisory councils to draw up recruiting goals and plan strategy. Program activities include mailings to national and state organizations, advertisements, publication and distribution of recruiting packages, recruiters' workshops, inservice days for substitute teachers and applicants, and recruiting trips to conferences and teacher education programs.

The STAFF DEVELOPMENT OPPORTUNITIES PROGRAM is designed to provide district staff with new skills, professional growth and renewal. The program has two major components: school-based programs, and district-wide services. The school-based effort focuses on individual school improvement needs, providing in-service workshops and seminars on such topics as needs assessments, management and discipline, and teacher expectations. The district-wide effort is built around the overall goals and needs of the system, and entails recertification courses, evaluations, teacher orientations, administrator academics, and publications.

The MIDDLE SCHOOL ADMINISTRATOR, TEACHER AND STAFF TRAINING PROGRAM was initiated in 1987-88 and was designed to provide training for both newly assigned and veteran middle-school teachers, aides and administrators. The program has three phases: The first year focuses on training new staff on the middle school curriculum, organizational structure, and subject matter; the second involves all teachers and administrators and focuses on the mission of middle schools, team building, program enhancement and interdisciplinary instruction; and the third phase involves training for special programs.

The TODAY'S STUDENTS, TOMORROW'S TEACHERS PROGRAM is designed to recruit and select new teachers for the school district. The program involves twelve mentor teachers conducting classes for 10-15 prospective teachers who are currently high school students. After two-to-three week courses, the prospective teachers go into the schools to observe, tutor, grade tests and assist regular teachers. Teacher college scholarships and loans are offered to those who are interested and did well. Four years of teaching in the Denver Public Schools "forgives" the loan. Over 100 students, 80% of whom were minority, participated in 1987-88.

DETROIT

The EMPLOYEE ASSISTANCE PROGRAM has been in existence since 1960, making it one of the first such school programs nationally, and is designed to provide counseling and referrals to employees and their families who may be having personal problems. The program is available system-wide to all administrators, supervisors, teachers, non-instructional staff and families. Services include short-term counseling, special seminars, confidential referrals and followups. Services are provided contractually through an outside consultant.

The PROMOTIONAL PROCESS FOR PROSPECTIVE ADMINSTRATORS AND SUPERVISORS was designed to facilitate the appraisal and promotion process of adminstrators and supervisors. The program is targeted on administrators, teachers and some non-instructional personnel who are being evaluated and considered for promotion. The promotional process consists of nine steps starting with the posting of job announcements and culminating with Board approval.

The MANAGEMENT ACADEMY was established in 1979 to provide administrative and supervisory personnel with staff development activities. The program operates system-wide but focuses mostly on Chapter 1 eligible staff. The Academy provides training, assessments and workshops; and is run in collaboration with the private sector and six local universities.

The FUTURE EDUCATOR'S CLUBS are designed to cultivate in high school students an interest in teaching as a career, and to recruit a more racially diverse teaching force. Middle school students will be included in the program beginning in the 1988-89 school year. Each high school in the district now has clubs that are involved in recruitment, fundraising, conferences, and state-wide activities. Business and industry help underwrite the costs of the clubs.

The EMPLOYEE RECOGNITION PROGRAM was designed to improve staff morale by recognizing exemplary performance. Employees are recognized in the areas of attendance, leadership, promotion, outstanding teacher performance, creativity and innovation, heroic acts and retirement. A week is set-aside each year for all work locations to recognize employees for their service to the district. The program is coordinated by a group of administrator and teacher volunteers.

The PARTICIPATORY MANAGEMENT IN EDUCATION (PME) PROGRAM is aimed at providing instructional and non-instructional employees, parents, students and administrators the opportunity to participate in program planning, problem solving and decision-making. The general goals of the program involve both improving the quality of student learning and of staff decision-making. The program operated at three pilot schools in 1987-88. Each site has a Planning Group which addresses individual school problems and makes system-wide recommendations.

The ORIENTATION OF NEW HIRES PROGRAM is designed to introduce all new instructional and non-instructional staff to the school system. All new hires attend a two day orientation with training in system goals, planning, curriculum, discipline policies, benefits and other issues. Followup seminars are scheduled throughout the first year of the newly-hired individuals.

The WAYNE STATE UNIVERSITY/DETROIT PUBLIC SCHOOLS COLLABORATIVE TRAINING PROGRAM is designed to support and train student teachers by pairing them with experienced master teachers. The project will go into effect during the 1988-89 school year and will involve selected clusters of schools.

EAST BATON ROUGE

The NEW EMPLOYEE ORIENTATION PROGRAM is designed to promote the identification of newly-hired individuals with the school system. The focus of the program is on providing new employees with information about the school system, its organization and goals; personnel policies, benefits, and opportunities for professional growth; and school system activities.

The LEADERSHIP TRAINING CLASS is designed for instructional personnel who have demonstrated an interest in promotion to an administrative or supervisory position. The forty-five hour course is conducted after normal working hours and includes such topics as management, leadership and administration. Participants are selected by the Superintendent and must be certified in school administration.

The BATON ROUGE INSERVICE COURSE (BRIC) is a program designed to meet the inservice needs of the system's certificated personnel. The course consists of two to six hours of inservice training after normal work hours or on weekends.

The WELLNESS PROGRAM began in 1986 and is designed to promote the health of employees in the workplace. Courses and seminars in smoking, stress management, nutrition, weight watchers, fitness, CPR certification and general health are offered through the system's staff development department.

The EMPLOYEE PRE-RETIREMENT PLANNING PROGRAM began in 1985 and is designed to assist employees, through planning and preparation, to approach retirement. The program is offered through the Staff Development Department and consists of coursework in attitude and adjustment, company benefits, budgets, health and housing, and legal aspects of retirement.

The MAKING IT THROUGH THE DAY PROGRAM is designed to meet the specific training needs of the elementary school teacher. Courses offered through the program include: time management, discipline, instructional techniques, motivating learners, and the curriculum.

The NEW TEACHER MAKE AND TAKE WORKSHOP is an annual seminar designed to provide new teachers with an assortment of teacher aids to reproduce for their classrooms. The program is offered through the Staff Development Department.

EL PASO

The RECERTIFICATION PROGRAM is designed to recertify teachers to teach elementary bilingual education, special education and secondary level mathematics. The program will be implemented during the 1988-89 school year and will work with current teachers who wish to switch into specialties where the school system is experiencing shortages. The program is set to run in collaboration with the University of Texas at El Paso where assistance will be provided in preparing new certification plans.

The ALTERNATIVE CERTIFICATION PROGRAM was established to employ degreed individuals without teaching certification to fill shortages and to credential them through the University of Texas. The certification process, once started, takes a year and three months of training. Currently, the school system is seeking out college graduates who can teach high school mathematics or elementary bilingual education. Eight teachers were employed by the system last year and are expected to be certified, and up to eighteen teachers in 1988-89. Teachers start as regular full-time instructors at beginning pay scales.

The NEW TEACHER ASSISTANCE PROGRAM (NTAP) is designed to assist all new teachers in the system develop their teaching skills, familiarize them with the curricula, and learn about the various functions of the school system. The program is operated in two phases: Phase A offers in-depth presentations to new teachers on the district's curricula and functions, and Phase B allows teachers to participate in four one-day sessions of inservice training, followed by at least four observation sessions with coaching.

The WRITING WITH COMPUTERS: UPDATE FOR TEACHERS PROGRAM was established to assist teachers in updating their own writing skills. The assumption of the effort is that a teacher who feels better about his/her writing will be better able to teach it. The program operates systemwide on a voluntary basis, and allows teachers the opportunity to write on computers and critique each other's work in a non-threatening environment. The system's Management Information Services Department assists in training teachers how to operate the computer terminals, and provides instructors to work with individual teachers on the process of writing.

FRESNO

The SPECIAL FRIENDS PROGRAM is meant to assist elementary school children with special needs by teaming them with a high school student who has an interest in teaching as a profession. Senior high school students lead assigned grade school students in special 45 minute sessions in academic and/or social development areas, while giving the older youngsters an opportunity to try out a possible teaching career while in school. The program, which runs in selected schools, is jointly operated by the Fresno Schools and the Fresno County Department of Mental Health, which provides social workers to assist in training.

The LEADERSHIP TRAINING PROGRAM is designed to increase the pool of qualified Black, Hispanic and Women Candidates for management positions in the school system. The program works to recruit minority teachers nation-wide who can be trained for administrative positions, and helps to promote individuals from these groups into higher slots. Included in the program are monthly skills training meetings, on-site administrative training and experience-building, and recruitment. The program runs in collaboration with other community agencies.

The FUTURE TEACHERS PROJECT is a proposed project designed to identify potential teachers from among classified employees, attract a more racially diverse population to the Fresno teaching pool, and to increase the quality of teachers in the district. The program will recruit candidates system-wide, and be open to all classified employees interested in teaching. In addition, the program expects to establish a Teachers of Tomorrow Club for high school students. One of the key ingredients of the Future Teachers Project is that it provides financial assistance for classifed employees to return to school to earn a teaching credential. Finally, the system is proposing to establish "magnet" sites for future teachers.

The SECONDARY STAFF DEVELOPMENT PROGRAM is designed to facilitate and encourage effective teaching. The effort targets new and veteran teachers in all subjects in grades 7-12. The program involves in-service training, peer coaching, classroom observations, mentoring, lesson planning, school visitations and other activities.

HOUSTON

The EFFECTIVE SCHOOLS TEACHING SITE at Houston's Phyllis Wheatley High School was designed to develop future teachers, strengthen current teachers, and redirect schools not achieving full potential. The program entails staff development for all teachers in generic management skills and instructional content, most of which is delivered in Saturday classes. The project is running in cooperation with the University of Houston, the Alumni Association, the clergy and the private sector.

The STEPHEN AUSTIN HIGH SCHOOLS FOR TEACHING PROFESSIONS was designed to attract talented students of various ethnic and economic backgrounds into teaching careers. The effort seeks to promote awareness of teaching as a career and to enlist the support of business and industry in recognizing the contributions of teachers. The program is being supported with school district funds, grants from the Ford Foundation and equipment donations from IBM and other corporations. All graduates of the high school in the last three years are now attending institutions of higher education.

The HOUSTON TEACHING ACADEMY was implemented to provide high-quality and coordinated professional development services for experienced school faculty, and in-service training and development for student teachers and novice teachers. The Academy, operating at the Gregory-Lincoln Education Center, serves selected schools but targets all personnel in those facilities. Run in conjunction with the University of Houston, the program provides weekly seminars, supervisory teachers for new instructors, peer observations and collegial discussions. The Academy is served by an advisory group of school, university and business representatives.

The GROWING THINKERS program was designed to recognize outstanding teachers and assist them in becoming campus leaders. Twenty-four teachers system-wide are selected each year to participate. Participants read and discuss current research literature on how students learn, and engage in activities that teach how differing occupations think and problem-solve. Past teacher participants work at each school training other teachers. Officials report that the effort has been successful in reducing teacher burnout because it stimulates critical and creative thinking.

INDIANAPOLIS

The LEADERSHIP IDENTIFICATION and DEVELOPMENT PROGRAM (L.I.D.) was designed to develop and strengthen leadership and administration in the schools and central office. The effort is based on research findings in the areas of effective schools, organization development and adult learning. In the future, the program will be joined by activities of the Teacher Center to foster school-based teacher-principal collaboration. Courses offered through the program include work in faculty morale, teacher evaluations, school law, rights and responsibilities, and school-based staff development. The program uses in-house trainers to tie administrative training to school-system policy.

The MINORITY TEACHER RECRUITMENT COMMITTEE is designed to help the system obtain more minority teacher candidates. The Committee is open to any school system employee who is interested and who may have good local university contacts. It meets regularly to come up with ideas pertaining to the recruitment of minorities into teaching and ways to interest current minority students into becoming teachers.

LONG BEACH

The ACADEMY FOR STAFF DEVELOPMENT was designed to instill and upgrade the skills of all classified and certified staff new to the district, continuing in their present positions or those being reassigned or promoted. The effort operates system-wide. Among other activities the Academy designs and develops proposals for meeting the development needs of teachers, and coordinates the district's Mentor Teacher Program. The Academy is organized on a committee basis with each staff constituency helping to identify its own needs. The program offers both in-service training and assessments of needs.

LOS ANGELES

The TEACHER ACADEMY FOR PROFESSIONAL DEVELOPMENT was designed in the Spring of 1988 to provide advanced professional development services for district staff members. The program will eventually operate on a systemwide basis and will focus on both school staff and teachers. The effort is a collaborative one involving the district, teacher organizations and selected institutions of higher education. Included in the program will be seminars on critical educational issues, school-based management, teacher empowerment and teacher development. A Planning Committee expects to have portions of the program in operation by Fall, 1988.

The MODEL TEACHER TRAINING SCHOOLS PROGRAM was planned to enhance instructional practices by establishing a series of clinical teaching stations devoted to promising teaching research. The program will operate only in selected schools beginning in the Fall, 1988, and will focus on certified personnel. A model teacher training school will be established for each of the teacher preparation departments at local colleges and universities. Each site will serve as a facility for developing effective multicultural education practices, providing a research base on the needs of bilingual learners, providing student teaching stations, serving as instructional and research laboratories, and operating as an extension of university certification and training in teaching.

MILWAUKEE

The LEADERSHIP DEVELOPMENT PROJECT is designed to develop a pool of future administrative leaders in the district and is scheduled to begin in the 1988-89 school year. The system, facing the retirement of nearly 150 administrators in the next five years, is implementing a six-part strategy: identification of potential leaders within the system, training for potential leaders on the programs and technicalities of the system, expansion of the LEA's Assessment Center to evaluate skills of potential administrators, development of a mentor program to assist and assess new administrators, additional college coursework to provide licensing and training, and principal support groups to spur professional growth.

MINNEAPOLIS

The MINNEAPOLIS TEACHER MENTORSHIP PROGRAM was designed to assist new teachers by providing mentors, co-teachers, training, conferences and modeling. The effort operates district-wide for teachers at all grade-levels. The mentors, who are experienced teachers, work with new teachers to ensure that the goals of the centralized curriculum are met; offer support on instructional methods for new teachers; assist principals in evaluating new teachers; and provide professional assistance to new teachers. The program has the support of both administration and teacher organizations.

The PUBLIC ACADEMY was established at Bethune School to improve student achievement by sharing decision-making, reducing class size, and removing some support personnel. The program targets teachers in grades K-to-4 in a school that is demographically representative of the district, and will be implemented in Fall, 1988. As part of the effort, teachers will be assigned the responsibility of serving the educational needs of specified students and of participating in program decisions about those students. The General Mills Foundation is funding the difference in cost between this approach and the traditional school model.

NASHVILLE

The PRO-TEAM PROGRAM is designed to improve the quality of teacher staff development at the local school level. This system-wide effort, operating on all grade levels, calls for each school's faculty to select six teachers and the principal for the PRO-TEAM. Members serve for three years and submit to the central Office of Professional Develop plans for each year for meeting goals related to: professional development and assessment, and individual schools' top five needs.

NEW ORLEANS

The SUPERINTENDENT'S LEADERSHIP TEAM RETREAT provides top management in the district the opportunity to plan, establish goals and objectives, and improve team work in a setting outside the central-office. Participants in the retreats include the Superintendent, Deputy Superintendent, Administrative Assistant to the Superintendent, Associate Superintendents and Executive Directors. Sessions are normally held in a rustic setting during non-school hours, and are led by outside facilitators from Tulane University. The private sector underwrites the costs.

The NEW PRINCIPALS INSERVICE/STAFF DEVELOPMENT PROGRAM provides a series of inservice workshops on educational offerings and administrative responsibilities for first year principals and experienced principals who have changed grade levels. Included in the training are sessions on educational courses, curriculum and administrative procedures, and opportunities to meet resource staff and others.

The SCHOLARSHIP INITIATIVE is designed to encourage graduating seniors interested in teaching as a career to pursue that goal in college. The program provides scholarships and grants to needy high school seniors interested in becoming teachers, teacher aides, administrators, and principals. Scholarship funds are raised through a voluntary "Dollar for a Scholar" campaign, other school-level activities, and private sector donations.

The TEACHER ADVOCATE PROGRAM is designed to support and assist teachers in improving classroom performance, organization and management. The effort is targeted on teachers of English, math, science and social studies in grades K-12 at the site level.

The NEW TEACHERS WORKSHOP is designed to offer support and assistance to new teachers and to encourage continuing education as a part of a new teachers' professional life. The program is planned and implemented by a committee of master teachers who provide workshops and seminars to participating individuals. The program also works with new teachers having problems passing the NTE.

The UNIVERSITY OF NEW ORLEANS/ORLEANS PARISH SCHOOL BOARD COOPERATIVE INTERNSHIP PROGRAM will begin in the 1988-89 school year and will focus on improving the training of teachers at the undergraduate level. The collaborative effort between the local university and the school system will provide supervised clinical training in the local schools for prospective teachers in the College of Education. One-year internships in local secondary schools are provided. Master teachers from the system serve as instructors and mentors.

The TRAINER OF TRAINERS PROGRAM provides in-service staff development activities to selected teachers who, in turn, return to their home-schools to train others. Training sessions run for four days.

The NEW ORLEANS MATHEMATICS COLLABORATIVE is designed to enhance the professional development of math teachers in eighteen high schools. Activities include internships at local businesses, workshops, training, mini-grants and a newsletter. Training sessions provide practical suggestions for teaching math in the classroom. Teachers, in turn, are given the opportunity to propose changes in the math curricula of the school system.

The STAFF DEVELOPMENT PROFESSIONAL OPPORTUNITY BOOKLET is provided to staff by the district to help them improve their professional and personal skills. The system has formed committees of classified personnel and master teachers to develop workshops around the booklet.

PROJECT ASSIST is designed to train system paraprofessionals in job categories in which they are not currently working so that they can be transferred if necessary into shortage areas. The program targets paraprofessionals in special education, Chapter 1, preschool education, and parent liaison work; and provides five three hour workshops on the specifics of other job categories.

NEW YORK

The ALTERNATIVE CERTIFICATION PROGRAM is authorized by state law and is designed to certify long term substitutes as regular teachers. The program operates district-wide, focuses on teachers at all levels, and permits substitute teachers with at least two consecutive semesters of classroom experience to apply to take a special examination qualifying them for a permit license.

The BASIC RECRUITMENT AND COUNSELING PROGRAM is designed to attract individuals interested in teaching, inform than of teaching opportunities, and assist them in the process of applying. The program makes available a staff person to handle information requests, materials, brochures, application forms and counseling. About

18,000 people are counseled annually, and about 4,000 of those are placed because of the program. The program also entails media drives, and ads.

The BILINGUAL LANGUAGE IMMERSION PROGRAM is organized to improve the bilingual capacities of teachers and clinicians. The program culls teachers and clinicians from the schools who have some second-language capacity, and gives them a six week summer course at local universities to improve their skills.

The BILINGUAL PUPIL SERVICES PROGRAM provides weekly in-service training, monthly workshops, on-site visitations, demonstration lessons and assistance in bilingual curriculum selection and development to bilingual teachers, administrators, paraprofessionals and parents. The program focuses on grades 1-6, and involves 17 community districts in collaboration with community groups and local universities. The effort has a particularly strong parent involvement component and was recognized by the Department of Education as a National Exemplary Program.

The CAREER TRAINING PROGRAM is designed to encourage and support paraprofessionals in the district in qualifying for advancement to classroom teachers. The effort targets all grade levels and subject areas, systemwide. The program helps pay for paraprofessionals to obtain their bachelor's degree and 12 graduate credits in education.

The EMPLOYEE COUNSELING SERVICES PROGRAM is designed to provide support services for employees who may be having personal, family or health problems, or whose job performance may be deteriorating. The program is available to all employees and their families, and works to assess problems, provide referral for treatment or assistance, and followup in treatment and back on the job.

The ENGLISH IMMERSION PROGRAM is designed to assist candidates for jobs in the school system who are limited-English proficient by providing language instruction. Evening sessions for job candidates are provided at three different high schools.

The INDUSTRIAL ARTS/HOME ECONOMICS TEACHERS' ASSISTANCE PROGRAM is designed to prepare individuals for full-time teaching positions in industrial arts and home economics. The program is aimed at persons who have completed two years of college and might serve as teachers with the proper training. Entailed for each student is work/study with a teacher mentor for two years, and college classes during the remaining half day.

The MENTOR TEACHER PROGRAM is set up to support and guide new teachers in the system. The program operates in selected schools and in 1986-87 involved 100 mentors serving 280 teachers in 81 schools spanning all grade levels. Retired teachers and supervisors serve as mentors, providing observation, demonstration, lesson planning, conferences and materials.

The NEW TEACHER CONFERENCE DAYS is a program established for new teachers to prepare them for the classroom. The effort targets all new teachers, at all grade levels, in all subject areas. The program provides 10 conference days for each new teacher, according to union contract. Both theoretical and practical problems likely in real classroom situations are stressed. The program runs in collaboration with local colleges and the UFT.

The PROFESSIONAL DEVELOPMENT PROGRAM is designed to upgrade teacher skills, content knowledge and attitudes. The program is available district-wide to all teachers, and consists of in-service training by experienced teachers, college professors and outside specialists.

The PROFESSIONAL PROMOTIONAL SEMINARS available in the district is designed to provide prospective assistant principals and principals with test-taking skills in preparation for the Board of Examiners tests. The program consists of an eight week course, offered in the evenings, at no cost, at one high school in each borough. Instructors are principals, district office staff and college faculty.

The OUT-OF-COUNTRY RECRUITMENT PROGRAM is designed to attract bilingual and multi-language teachers and staff into the district to work in all subject areas and grade levels. The program consists of recruitment visits to Spain, Puerto Rico and the Dominican Republic; two permanent recruitment offices in Puerto Rico; and sponsorship of about 250 university graduates interested in teaching to come to the United States. The program is run cooperatively with the State Department, the Social Security Administration, and the Immigration and Naturalization Service.

The SPECIAL EDUCATION PROFESSIONAL-IN-TRAINING PROGRAM is designed to recruit bilingual and monolingual teachers and clinicians to work in special education. The district, through this program, identifies, recruits and screens applicants, and pays for 12 credits in special education coursework.

The SUBSTITUTE VOCATIONAL ASSISTANT PROGRAM (SVA) is designed to recruit seniors in vocational high schools to come back to the system after graduation to work as vocational teachers. The program started in 1984 with 24 graduates who were provided additional vocational and industrial/trade as well as college courses. The system anticipates nearly all of the original recruits to re-enter the district as vocational teachers.

The TEACHER SUMMER BUSINESS TRAINING AND EMPLOYMENT PROGRAM is designed to help teachers of technology, science and occupations keep current with rapid changes in these technical areas. At the elementary level teachers of math and science are targeted; at the secondary level, teachers of math, chemistry, biology, earth science, physics, computer science and occupational education are targeted. Teachers participating in the program work and study for two weeks during the summer in an industry specializing in their teaching area.

NORFOLK

The TASK FORCE ON TEACHER JOB SATISFACTION was established by the Superintendent in the Fall of 1987 to improve the working conditions and job satisfaction of teachers, and to improve recruiting and retention of teachers. The Task Force operates on a system-wide basis and is comprised mostly of teaching personnel. It surveyed all teachers in the system regarding working conditions and satisfaction, and has made a series of recommendations regarding teaching duties, paperwork and the employment of additional staff. Recommendations are to be phased in as the budget permits. The system has increased its average teacher salary to improve job satisfaction by 55% over the last five years.

The NEW TEACHER ORIENTATION PROGRAM is designed for first-year teachers and new teachers in the Norfolk School system. The program has operated for four years and consists of a four-day voluntary orientation at the beginning of the school year covering such topics as lesson planning, teacher expectations, sick leave, benefits, payroll deductions and hospitalization policies. In its latest year, the program served 161 new teachers. Participants include the Mayor, Board of Education and the Superintendent.

The GROWING OUR OWN PROGRAM was designed to encourage high school students to consider teaching in the public schools as a career. The program operates district-wide and has three main components: recruiters visit classes regularly in each high school to discuss teaching as a career with students; future teacher clubs have been established in each of the district's high schools; and students at Norfolk State University, one of the nation's largest historical Black colleges, are being recruited as prospective teachers. The partnership with Norfolk State University will also seek to provide 100 eight, nineth and tenth graders, interested in teaching as a career, with mentors and full-tuition scholarships.

OMAHA

The MINORITY TEACHER INTERN PROGRAM is designed to encourage minority college students to consider teaching as a career, to expose minority students to a quality educational experience, to enhance minority participation at the professional levels of the school system, to promote the OPS in the minority community, and to develop a staff reflecting the racial diversity of the student body. The program entails students spending 15 to 20 hours weekly in the school participating in a wide range of activities, e.g. tutoring, translating and shadowing administrators and teachers. The school system is operating the program with various Hispanic, Black and Native American community organizations. All candidates are screened by the principals and the University closely monitors student progress and provides academic guidance. The program is now in its third year with participating graduates all accepting positions in the school system.

PHILADELPHIA

The COLLEGE INTERNSHIP PROGRAM was established to employ persons who have a Bachelor's Degree as teachers while they are obtaining education credentials at a local college or university. The effort is targeted specifically on prospective teachers in special education, vocational education, math and science. The new teachers receive the same status and salary as regular teachers while they are in training. To date, the program has received positive ratings from the Principals overseeing the Interns at each site, and the dropout rate has been extremely low.

The NON-INSTRUCTIONAL INTERN PROGRAM is designed to provide a career ladder for non-instructional staff employed by the Philadelphia School District. The effort is aimed at classroom aides and secretaries who already have a Bachelor's Degree. The district provides full teacher salary to participants while they are in training to become teachers. The effort is similar to the College Internship PROGRAM except that this one works with non-teaching school employees.

The FUTURE TEACHERS OF PHILADELPHIA PROGRAM is a proposed effort to encourage elementary and secondary school students to enter the education field and stay in Philadelphia. The proposal calls for the creation of Future Teachers chapters at local school sites throughout the district. Each chapter will implement a variety of education activities to encourage students to enter the teaching profession. The program will also offer student and parent counseling on college selection and financing. The effort will be overseen by an advisory group of principals, teachers, counselors, parents, minority community groups and the Philadelphia Federation of Teachers.

The COLLEGE AND UNIVERSITY RECRUITMENT PROGRAM is meant to promote and attract outstanding new teachers from colleges and universities to the Philadelphia School System. The effort focuses on hard-to-fill slots in bilingual education, special education and other high need areas while increasing the overall pool of applicants for more generalized positions. The program involves sending representatives of the school system to job fairs, colleges and universities, as well as systematic mailings, communications and advertisements. One of the keys to this new program's success is the contacts the schools are making with individual counselors and placement offices at colleges and universities.

The EMPLOYEE ASSISTANCE, SERVICE AND EDUCATION PROGRAM (EASE) is designed to enable employees to resolve or manage professional and personal problems that may be affecting work performance. The program operates system-wide and offers counseling, referral and follow-up services to any employee who wishes to use them. The district reports that the keys to the effort's success is confidentiality and the professionalism of the outside firm contracted to provide the services.

The CORPORATE TRAINING PROGRAM is an effort to provide professional development training opportunities for school district managers. The program places school managers into training slots provided by five major local private sector employers participating in the Committee to Support Philadelphia Public Schools. The courses are open to all management level personnel from the school system and include both general management and school-specific management material.

The MIDDLE MANAGEMENT CONSULTATIVE PROCESS is a voluntary program designed to increase the decision-making capacities and involvement of school principals and mid-level central office directors. Involved are sixteen committees formed to address a variety of administrative areas of concern including finance, administration, desegregation, communications and others. Each committee works under the auspices of a cabinet level administrator and meets 2-to-4 times a year to make recommendations.

The BILINGUAL COUNSELORS AND BILINGUAL COUNSELOR ASSISTANTS PROGRAM is designed to increase the number and quality of bilingual counselors and assistants in the Philadelphia schools. The program works to identify bilingual individuals interested in becoming counselors and helps them with necessary applicants and qualifying exams. The effort runs in collaboration with the Counselor Education programs at local colleges and universities.

The PENNSYLVANIA ACADEMY FOR THE PROFESSION OF TEACHING is a project aimed at reacquainting teacher educators with the realities of urban schools. The program also serves to prepare student teachers for work in urban schools, to recruit and retain talented teachers, and to provide higher education services to urban school districts. The effort, which was initiated in the Spring of 1988, involves 30 faculty members from 16 different colleges and universities who have been assigned to preschool, elementary and middle schools in the Philadelphia School District.

The TEACHER INDUCTION PROGRAM was designed to strengthen, refine and develop the knowledge and skills of new teachers, to acquaint teachers with system policies, and to facilitate the entry of new teachers into the classroom. The effort targets all newly appointed teachers holding either a temporary and permanent certification. The program provides fifteen hours of staff development training, classroom visits and monitoring, and evaluation; and operates in collaboration with teacher organizations.

The PRIME SUMMER PROGRAM and the TEACHER-SCHOLAR PROGRAM, both operated in conjunction with Drexel University, were designed to motivate students to enter teaching. This state department endorsed effort works with minority college students providing scholarships and other financial aid to encourage them to enter teaching in the Philadelphia school system. Both Drexel University and the School System work in collaboration to plan and operate the programs.

PHOENIX

The SCHOOL IMPROVEMENT

PROGRAM is designed to improve the effectiveness of school programs in boosting student achievement and is targeted to teachers, administrators, support staff, students and parents in grades 9-12. The program involves training of school personnel in Effective Schools research and techniques; forming School Improvement Teams at each school comprised of staff, parents and students; and operating an Effective School Advisory Committee made up of the Chair of each school's School Improvement Team and district-level representatives. The effective School Advisory Committee serves as a communications link between the School Improvement Teams and acts as a clearinghouse of new ideas and successful activity. Each Team has a budget of $7500 for training, planning and research. Each school has now established their own "grass roots" improvement and management plans, with the central office allowing each to progress at their own speed and direction.

The SOUTH MOUNTAIN HIGH SCHOOL INFUSION PROGRAM is aimed at school staff working in grades 9-12 in English and Mathematics to improve student achievement, reduce dropouts, boost parent and community support and achieve greater racial balance at South Mountain High School. The program begins July 1, 1988, at the 2300 student school by adding 51 certificated staff members. English and math teachers will teach three classes a day; all others will teach four. The free period for English and math teachers will be used to tutor at-risk students, participate in small group activities, make home visits and encourage parental support, and participate in staff development activities. In addition, the student:counselor ratio will be reduced to 250:1, with all teachers and counselors placed on ten-month contracts to provide new planning, and two full-time staff development specialists, a co-principal and an additional assistant principal will be added.

The STAFF DEVELOPMENT CENTER is a systemwide effort to enhance the skills of teachers and administrators. Teachers receive five days of training at the Center in the Essential Elements of Effective Instruction with followup classroom observations and a conference with a trainer. Administrators receive ten days of training in Clinical Supervision procedures followed by a review of their post-observation conference by one trainer and an outside consultant. The Center also works with the staff of a local parochial school, thereby giving it a unique dimension. The program has trained 500 teachers (out of 1200) in two years and all administrators have received the first five days of their ten day course.

The NATIONAL ASSOCIATION OF SECONDARY PRINCIPALS ASSESSMENT CENTER is designed to assess the potential of candidates for assistant principal and principal positions and to identify qualified minority and female administrative candidates. Teachers who have indicated interest in administrative positions are targets for the program with special emphasis given to identifying minorities and women. Candidates in the program are assessed in twelve administrative skill areas. Next year, the program will expand by adding a training component designed to strengthen weaknesses identified through the assessments. The Center operates through the state NASSP Assessment Center which is run by Arizona School Administrators, Inc.

PITTSBURGH

The TEACHER CENTERS in Pittsburgh include Schenley High School Teacher Center, the Brookline Elementary Teacher Center, and the Greenway Middle School Teacher Center. These programs are intensive school-based staff development efforts for teachers, the purpose of which is to improve the quality of instruction at all grade levels. The centers allow teachers the opportunity to observe effective teaching, practice new techniques and take part in seminars on child development and the latest research on methods and content. Teachers at all grade levels and subject areas are involved, and are released from their regular duties for up to five weeks in order to attend one of the centers. A formal evaluation revealed that over 90% of participants felt an increased sense of professionalism and effectiveness because of the training. The overall effort is planned by teachers and implemented by teachers and administrators with over $2 million in local and foundation funds.

PITTSBURGH'S RESEARCH-BASED INSTRUCTIONAL SUPERVISORY MODEL (PRISM) PROGRAM is a system-wide effort designed to improve both the instructional performance of teachers and the evaluation skills of supervisory staff. The program includes a definition of an instructional model; training for administrators and teachers in the elements of the model; training for administrators to use PRISM in their teacher observations and conferences; and administrator training in effective educational leadership. All principals, vice-principals and supervisors must observe classroom instruction on a regular basis using common evaluation criteria established under PRISM and confer with teachers about their instructional skills.

The INSTRUCTIONAL TEACHER LEADER (ITL) PROGRAM provides a continuing opportunity for teachers and administrators to work together to advance the professionalism of teaching and to improve the level of education in the system. The program started at the secondary school level in 1986 but has now been expanded into the middle and elementary grade levels. Instructional teacher leaders are selected by peers and principals, and after training, undertake various management duties, observe and confer with other teachers in both teaching technique and content area knowledge. ITL's receive internal system certification after demonstrating competence. Over 400 ITL's have been trained so far, 30 of whom have been internally certified and now receive additional stipends.

The INSTRUCTIONAL CABINET AND SHARED DECISION-MAKING PROGRAM is a problem-solving effort in each school involving ITL's and administrators; and is designed to identify and define problems; generate alternative options; and select, implement and evaluate specific solutions. The program's other main purpose is to enhance the professional development of teachers and administrators, and increase collaboration between the two. The effort is run cooperatively between the Pittsburgh Board of education and the Pittsburgh Federation of Teachers with a $540,000 private foundation grant.

PORTLAND

The MINORITY RECRUITMENT ACTIVITIES PROGRAM has as its goal the recruitment of enough minority staff to reflect the enrollment of the school system. The effort, which operates district-wide, involves letter and telephone contacts to predominantly Black colleges, personal contacts on campuses with placement officers, contacts at national professional meetings, recruitment fairs, certification assistance and financial support for coursework. School personnel are sought for all grade levels, ages and races, and most subject areas.

The MARSHALL SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PROJECT aims to increase the involvement of teachers in the decision-making process in each school. The effort runs as a pilot in a single high school and involves the formation of a Building Site Committee comprised of at least 50% teachers to make site-based decisions, and the provision of professional development activities and training—arranged and designed by the Committee. At present teachers are active in goal setting and school evaluation decisions.

The TEACHER'S PROGRAM is designed to increase the number of minority students choosing teaching as a career. Its focus is on middle and high school minority students and is run in collaboration with Portland Community College and Portland State University. In general the program seeks to identify promising minority students who demonstrate teaching potential to consider education as a career. The effort is scheduled to begin in the summer of 1988. In addition to collaboration with local university, the school system is establishing a working relationship with the local JTPA Private Industry Council for assistance and funding.

The PORTLAND PRINCIPAL's ACADEMY provides site-level and central office administrators with up-to-date management training and expertise. The effort targets all building principals, their immediate supervisors and other site and central administrators. The Academy is offered approximately eight times a year, presenting a variety of topics and presenters, and is designed to keep administrators current on issues in educational administration, management and leadership. Planning and management for the Academy is provided by a district-wide committee of principals from all grade levels.

The BEGINNING TEACHER SUPPORT PROGRAM provides first-year teachers with continued and sustained support from an assigned mentor. The program allows a beginning teacher to connect with a veteran teacher who is assigned to assist with information on the operation of the school system as well as skills involved in teaching. Training is required of all mentors, and funds are sufficient to hire substitute teachers when new teachers and mentors need extra planning and training time.

ROCHESTER

The ORIENTATION OF NEW EMPLOYEES PROGRAM is designed to provide new teachers and staff with an introduction to the policies of the system and responsibilities of the new employee, multi-cultural education issues, classroom instructional practices, system-wide programs, benefits, and other information. The effort targets all new staff and runs in conjunction with the University of Rochester. Seminars and workshops are conducted by current employees, and are held immediately prior to the new school year.

The PEER ASSISTANCE AND REVIEW PROGRAM or Mentor Teacher Program is designed to develop new teachers, retain good teachers, provide professional growth to teacher mentors, and foster professional responsibility and accountibility among teachers. The effort focuses on elementary teachers, special education teachers, English teachers in grades 7-12, social studies, math and science, physical education and bilingual teachers, and guidance counselors. Twenty-two full or part-time mentors serve about 150 new teachers a year; and provide assistance with curriculum, materials, lesson and long-range planning, classroom observation, and evaluation.

The IN-SERVICE TRAINING PROGRAM is designed to provide teachers and administrators upgraded skills in curriculum, instruction, supervision and program monitoring. The program serves all school-based teachers and administrators in all grades, and involves monthly sessions conducted by subject area directors. The frequency and duration of the sessions are specified by contract.

The PEER ASSISTANCE AND REVIEW PROGRAM provides internships to new teachers and intervention to tenured teachers who are in need of assistance. The effort operates systemwide; and targets new teachers, experienced teachers who have changed certification, teachers with less than one year in their certified area, and tenured teachers who are having severe difficulty in the classroom. The program pairs targeted teachers with mentors, and provides a review panel of experienced mentors and administrators to supply status reports and recommendations to the Superintendent.

The ADJUNCT INSTRUCTOR IN TEACHER EDUCATION PROGRAM (AITEP) assigns full-time lead teachers from the system to supervise University of Rochester student teachers. The purpose of the program is to help prepare undergraduate student teachers to work successfully in urban schools. The effort involves lead teachers in English, social studies, science, math and bilingual education. In addition the University hires some lead instructors to teach curriculum courses, and to provide in-service teacher workshops.

The CAREER IN TEACHING PLAN provides teachers with career options, opportunities to assume greater responsibilities in shaping student achievement, and methods for career enhancement. The program entails assigning all teachers to one of three career levels based on tenure and certification: intern, resident and professional. A fourth level, lead teacher, is assigned based upon open competition among professional level teachers. The new plan was negotiated with the local teacher union, and is currently being implemented. A Joint Government Panel has been established to oversee all aspects of the plan.

The TWELVE STEP SALARY SCALE EFFORT was recently negotiated between the school system and the teacher union, and was designed to bring average teacher salaries in the district in line with salaries in other professions. All teachers in the district are affected. Salary increases of $4500 were approved for the first year and 11% increases in the 2nd and 3rd years. In addition a new 12 step salary scale across the four new teacher levels (intern, resident, professional and lead) was implemented, eliminating the previous 26 step scale and automatic pay increments for educational attainment and longevity.

ST. LOUIS

The SCHOOL BASED MANAGEMENT (SBM) PROGRAM is systemwide and focuses on increasing authority and decision-making ability at each school site. The effort revolves around SBM Councils at each school; comprised of parents, the private sector, community, school administrators, teachers and students—all addressing various school improvement efforts. Each Council has facilitators to assist the group in its responsibilities, with supplemental funds provided by the LEA. District level Councils also exist to address authority issues, communication, principal training, and budget/curriculum.

ST. PAUL

As part of the district's MINORITY TEACHER RECRUITMENT STRATEGY TEAMS of district recruiters including current minority teachers make several trips a year to historically minority teacher training institutions. Administrators recruit in connection with conference and convention attendance.

PROJECT ADVANCE operated jointly by the district and the University of Minnesota recruits minority high school students with a potential for teaching and provides counseling and college financial aid. Participants contract to teach in St. Paul upon graduation.

The MINORITY ADMINISTRATOR INTERNSHIP PROGRAM releases minority teachers one half day a week for specially designed graduate seminars at the University of Minnesota.

SAN DIEGO

The SCHOOLS OF THE FUTURE PROJECT is aimed at fundamentally restructuring schools by increasing site-based decision-making among teachers and administrators. All schools are eligible to participate if they commit to a process for reforming their sites and involve administrators, faculty, nonteaching staff, parents and students. Thirty-eight schools have sent teams so far to Saturday workshops on school restructuring, 20 of which have achieved a two-thirds vote of their staffs to continue the process. Those continuing will receive additional strategic planning training with the full support of the Board and Superintendent. The cost of training and technical assistance is being underwritten by a grant from the Matsushita Foundation.

The NEW TEACHER RETENTION PROGRAM is designed to provide support to new teachers, increase the retention rate of new teachers, and provide on-the-job training to improve the skills of new teachers. New elementary grade level teachers at schools with high poverty and minority enrollments are the particular focus of this program. Participating teachers attend seminars conducted by university and district personnel, are paired with mentor teachers and are provided release time for training, given materials stipends and conference registration fees, and provided classroom consultations and support. The program operates in collaboration with San Diego State University with funds from the State Department of Education.

The TEACHER RECRUITMENT PILOT PROGRAM is aimed at recruiting qualified minority students into the teaching profession and at retaining and rewarding current teachers. The effort, still in the organizational phase, has begun selecting mentor teachers – called Teacher Recruiters – to identify minority students who show potential for becoming effective teachers in 10 middle and high schools. The school system is currently working to secure scholarship funds for the identified students, developing activities to stimulate interest in student candidates, and organizing Future Educators of America programs.

The DISTRICT INTERN CERTIFICATE PROGRAM is meant to broaden the district's base of recruitment for teachers by providing single subject credentials for Navy personnel who are about to retire and have a B.A. in math or science. The effort focuses on high school teaching slots in those subject areas. Each Navy candidate for a teaching position must pass the CBEST and NTE exams, have a district-developed professional plan, have 120 hours of preservice training and complete two years of successful teaching. The program will begin the pilot phase during the summer of 1980, and will run in cooperation with the Carnegie Foundation, the National Executive Service Corps, the U.S. Navy, and the University of California at San Diego.

The PEER ASSISTED LEADERSHIP PROJECT is designed to provide new principals a support system during the first year of their assignment. The effort involves new principals meeting with experienced principals on a one-to-one basis, shadowing experienced principals, and briefing sessions.

The SAN DIEGO UNIFIED SCHOOL DISTRICT/NATIONAL UNIVERSITY TEACHER DEVELOPMENT (SDVSD/NV Teacher Development) PROGRAM is aimed at increasing the number of Asian and Pacific Islander, Black and Hispanic teachers in the district. The effort focuses on getting instructional aides currently working in the system to complete their bachelor's degrees and seek certification. The School district, in collaboration with National University, screens candidates and assists them with applications, scholarships and loans to pursue their degrees. SDUSD in turn will establish a teacher internship program for successful students, and will guarantee them jobs.

SAN FRANCISCO

The SAN FRANCISCO UNIFIED SCHOOL DISTRICT AFFIRMATIVE ACTION PLAN WAS DESIGNED as a way for the system to move closer toward its goal of having staff at each school reflect the student composition of the district. The Plan establishes an Affirmative Action Review Committee, an Affirmative Action Officer, and a set of goals and procedures for hiring of both teachers and administrators to reach racial parity. Procedures include such activities as staff projections, recruitment and advertisements, Future Teacher Clubs, Career Days, Job Fairs, mass mailings of job announcements and other efforts.

SEATTLE

The SCHOOL-FOCUSED LEADERSHIP PROGRAM, formerly called the Building-Based Management program, is designed to allow greater administrative and teaching authority and discretion at the building level by decentralizing portions of the school system. The effort, which now operates in twenty-one schools and two alternative sites in Seattle, involves a community and school process of defining goals and establishing patterns of decentralized operations, accountability, decision-making and parent/staff empowerment. The central office retains key, decision-making authority in areas of affirmative action, desegregation, transportation, evaluation, budget monitoring and portions of the curriculum. Original project sites now mentor new schools, and cooperative arrangements have been worked out with the city, local universities, the private sector and state legislature for continuing support.

The TEACHER RECRUITMENT PROGRAM is a system-wide effort to recruit teachers, particularly minority candidates. The program's particular focus is on Latino, Filipino, Asian and Native American teachers for the elementary grades. At present, the effort entails projecting student enrollment through the year 2000, certified staff needs and attrition rates; developing recruitment strategies based on these projections; assembling multi-ethnic recruiting teams to visit colleges and universities; and then assessing results.

TOLEDO

The PEER MENTOR PROGRAM, being implemented this current school year, assigns peer mentors to newly appointed administrators, administrators promoted to different assignments, administrators employed from outside the district, and to any other administrator that a local review panel believes could benefit. The program is designed to assist and improve school administration through evaluation and direct assistance by peers.

The MATRIX INTERVENTION PROGRAM is also designed to improve school administration by providing professional support and assistance to administrators who are experiencing difficulty in the performance of their duties. The program assigns two administrative peers to an administrator having trouble and the team of peers is responsible for assisting and recommending status changes within the district. The program's success has been attributed in part to the willingness of the administrator's union to police its own ranks.

The TAAP-START PROGRAM is also aimed at improving school administration by requiring each newly assigned administrator to complete a specific technical training program. It will commence with the Fall, 1988, school year and will involve the development of individualized training materials and curricula for new administrators. Emphasis will be placed on the technical aspects of administration and management.

The CAREER LADDERS PROGRAM is designed to increase the professionalization of teachers by providing incentives for growth and remuneration. Available system-wide, teaching candidates for the career ladder are screened, interviewed and evaluated for eligibility. Once eligible, extra assigned duties and graduate work determine movement. The program began only this last school year but officials attribute much of its success to the peer review system. A Board of Governors oversees the entire program.

The INTERN, INTERVENTION, EVALUATION PROGRAM is a peer review process focusing on professional development and screening for new teachers and intensive assistance for experienced teachers who may be having trouble with their performance. All new teachers are assigned a consulting teacher who works with them on performance and evaluation. Evaluations of new teachers are performed by their consulting teachers the first year and by the Principals in the second.

TUCSON

The Tucson LEADERSHIP ASSESSMENT is a process designed to identify and measure leadership qualities and skills among the system's certified and classified administrators. The assessment allows the district to evaluate the performance of administrators in specific positions and serves as a professional development tool in pointing out areas of needed improvement. The effectiveness of the process is still under review but preliminary reports indicate that it yields valuable personnel information that cannot be collected by an on-site visit alone. Assessments are conducted on a bi-annual basis, with confidential reporting. Public hearings were held in developing and revising the instruments.

The HIRE THE BEST Commission operates as a joint venture of the Tucson Education Association (TEA) and the Tucson Unified School District. The goals of the Commission are to establish recommendations for recruiting and hiring the best teachers, designing performance and evaluation standards, and developing a comprehensive professional development plan. A special emphasis by the Commission is put on the hiring and retention of talented minority candidates. The Commission's first year of operation will be during the 1988-89 school year, and members are chosen by the Superintendent and the President of the TEA. One faculty member from the University of Arizona serves on the Commission.

TULSA

The TOWARD EDUCATIONAL AND MANAGEMENT SUCCESS (TEAMS) PROGRAM is designed to bring about improved instruction for students through decentralizing decision making for administrators, teachers, parents and the community. The TEAMS approach calls for extensive participatory management at the site level in structuring educational opportunities for students and increasing the involvement of parents/community in the school program. The approach is closely tied to the local PTA, School/Area Planning Councils, Chambers of Commerce and others, and has the strong backing of the Tulsa Board of Education. The "School Effectiveness Program" which grew out of TEAMS is credited with boosting the test scores of students in the face of declining dollars, and the successful management of school closings is directly attributed to TEAMS by school officials.

WAKE COUNTY

The PERFORMANCE-BASED PAY PROGRAM is designed to recognize and reward outstanding teaching and to retain good teachers in the classroom. The effort operates system-wide and is targeted to effective teachers with at least three years experience. The program works like this: any eligible teacher may volunteer for three independent assessments of his/her teaching. If the average of the three ratings along with that of the principal is "well above standard" or higher, then the teacher receives a $2000 pay bonus annually for three years. The retention rate of bonus teachers appears to be increasing. Both the Board of Education and the County Board of Commissioners subsidize the extra funding of about $3 million a year.

The PALIN INCENTIVE/SIGNING BONUS PROGRAM is aimed at recruiting minority teachers and teachers of math, science and English in grades 6-to-12. Approximately 30 teacher candidates a year are paid signing bonuses and/or relocation costs of up to $2000 to come to Wake County to teach.

WASHINGTON

The INTERN-MENTOR PROGRAM is designed to promote professional growth and development in new teachers. This system-wide effort spans grade levels and subject areas, using exemplary teachers to provide intensive classroom support, coaching and counseling to teachers having less than one full year of satisfactory experience. The program, which was the outgrowth of a Congressionally-funded study, operates in consortia with Howard, George Washington and Catholic Universities. Formal evaluations of the program show that it has increased retentions of new teachers in the system.

ABOUT THE COUNCIL OF THE GREAT CITY SCHOOLS

THE COUNCIL OF THE GREAT CITY SCHOOLS is a membership organization representing 45 of the largest urban public school systems in the United States. Its Board of Directors is comprised of the Superintendent and one Board of Education member from each school district, making it the only education association so constituted and the only one whose membership and purpose is solely urban. Membership is open to public school systems that are located in cities with populations over 250,000 or enrollments over 30,000 and with urban characteristics. The Council's purpose is to promote the improvement of education in the Great City Schools through research, legislation and other appropriate activities. For three decades, the Council has been in the vanguard of urban education, advocating the cause of urban youth.

The Council was formally incorporated in 1961 as an outgrowth of concerns of lay and professional educators that no existing national organization was directly focusing attention on the problems of large urban school systems. It began with informal meetings convened to discuss the educational needs of city children and to exchange information about successful and promising practices. Since that time the Council has focused the attention of Congress and the Nation on issues vital to its members and has sponsored many research, fact-finding and technical assistance programs.

Located in Washington, D.C., the Council promotes communications at several levels: among member school districts, between member districts and other school systems, and among members, legislators and federal government officials who determine national educational policy. Its Board of Directors meets twice a year, and between each meeting an Executive Committee is empowered to manage the affairs of the organization. The Committee has a President, a Vice President, a Secretary/Treasurer, and a Past President and includes sixteen (16) other persons elected by the Board of Directors. In addition to a Nominations Committee, the Board has four standing committees which develop and review

Council policies and programs in the following areas:

LEGISLATION

The Legislative Standing Committee seeks to mobilize the resources of member districts to work with Congress and other policy-makers in the adoption and implementation of federal legislation favorable to the education of urban youth.

PUBLIC ADVOCACY

The Public Advocacy Standing Committee is responsible for two areas: the promotion and communication of urban education concerns and success stories to a variety of national audiences; and the promotion coordination and dissemination of important news matters in the member districts.

RESEARCH AND POLICY

The Research and Policy Standing Committee is responsible for three areas: identification of and research on critical issues in urban education; collection and dissemination of reliable and valid data on areas of common interest to the memberships; and the analysis and evaluation of various educational policies.

SPECIAL PROJECTS

The Special Projects Standing Committee seeks to design and conduct specialized short-term activities and projects on issues of immediate concern to the membership.

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Samuel B. Husk
Executive Director

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